

# Virginia Alternative and Alternate Assessments Administrator's Manual



**2008 - 2009**



## 2008-2009 Virginia Alternative (VGLA/VSEP) and Alternate (VAAP) Assessments Important Dates

### 2008

- ☐ August 12 VAAP/VGLA/VSEP Administrator's Update Workshop Session 1
- ☐ August 13 VAAP/VGLA/VSEP Administrator's Update Workshop Session 2
- ☐ August 14 VAAP/VGLA/VSEP Administrator's Update Workshop Session 3
- ☐ August 15 VAAP/VGLA/VSEP Administrator's Update Workshop Session 4
- ☐ October 15-17 VAAP Rangefinding
- ☐ October 17 Due Date – Fall VSEP Intent Forms to VDOE
- ☐ November 6-7 VGLA Rangefinding Grades 3-5
- ☐ November 18-19 VGLA Rangefinding Grades 6-8
- ☐ November 20-21 VSEP Rangefinding
- ☐ December 5 Deadline for Submitting Fall VSEP Student Data Upload File

### 2009

- ☐ January 9 Due Date – Fall 2008 VSEP CWC for Term Graduates
- ☐ January 14 VAAP Scoring Training Session 1
- ☐ January 15 VAAP Scoring Training Session 2
- ☐ January 20-23 VSEP Fall 2008 Scoring Event for Term Graduates
- ☐ January 21 VAAP Scoring Training Session 3
- ☐ January 22 VAAP Scoring Training Session 4
- ☐ February 2 VSEP Fall 2008 Scores Reported
- ☐ February 3 VGLA Scoring Training Session 1
- ☐ February 4 VGLA Scoring Training Session 2
- ☐ February 10 VGLA Scoring Training Session 3
- ☐ February 11 VGLA Scoring Training Session 4
- ☐ February 13 Due Date – Spring 2009 VSEP Intent Forms to VDOE
- ☐ March 13 Deadline – Requests for Fall 2008 VSEP Appeals
- ☐ April 1 VAAP/VGLA Score Entry Available in PEMSolutions
- ☐ May Regional VAAP Scoring Events
- ☐ May 22 Due Date – VSEP CWC for Grades 9-12
- ☐ May 22 Due Date – VAAP Scores Submitted
- ☐ May 29 Due Date – 50% of VGLA Scores Submitted
- ☐ May 26-June 5 VSEP Spring Scoring Event for Grades 9 -12
- ☐ June 15 VSEP Spring Scores Reported
- ☐ June 15-30 VSEP Spring Appeals Window for Results Returned by July 10
- ☐ June 19 Due Date – Remaining 50% of VGLA Scores Entered
- ☐ July 6-10 VSEP CWC Returned to School Divisions
- ☐ July 6-24 VGLA Audit Institute
- ☐ July 6-24 VAAP Audit Institute
- ☐ August 13-28 VSEP Spring Appeals Window for Results Returned by September 8





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## IMPORTANT REMINDERS FOR 2008-2009

Carefully review this *Virginia Alternative and Alternate Assessments Administrator's Manual*, the *VGLA*, *VSEP*, and *VAAP Implementation Manuals*, in addition to other related resources identified within and resources provided by your school division. Please pay attention to the following:

### Manual Format

- Use the 2008-2009 *Virginia Alternative and Alternate Assessments Administrator's Manual*. This manual provides information for administrators who have responsibilities for the Virginia Grade Level Alternative (VGLA), Virginia Substitute Evaluation Program (VSEP), and Virginia Alternate Assessment Program (VAAP). It includes the following information:
  - (1) important dates
  - (2) assessment options for students with disabilities
  - (3) roles and responsibilities of school division staff
  - (4) administrator's training outline
  - (5) overview of implementation and scoring guidelines for VGLA
  - (6) overview of implementation and scoring guidelines for VSEP
  - (7) overview of implementation and scoring guidelines for VAAP
  - (8) VGLA and VAAP local scoring guide
  - (9) frequently asked questions by teachers about VGLA, VSEP, and VAAP
  - (10) program forms

### VAAP Aligned Standards of Learning (ASOLs)

- The VAAP ASOLs, organized by content area and reporting categories, are located in the *VAAP Implementation Manual*, Appendix B, and the Virginia Department of Education's Web site:

[www.doe.virginia.gov/VDOE/Assessment/home.shtml](http://www.doe.virginia.gov/VDOE/Assessment/home.shtml)

- The Reading ASOLs have been re-coded to distinguish between the two reporting categories. The abbreviation "E-RW" identifies Reporting Category 1, *Use word analysis strategies and information resources*. The abbreviation "E-RC" identifies Reporting Category 2, *Demonstrate comprehension of printed materials*.
- The History and Social Science ASOLs have been re-numbered within each of the reporting categories: History, Geography, Civics, and Economics.
- If an ASOL has multiple bullets, students may be assessed one time on each of the separate ASOL bullets. ASOLs with bullets used in a previous administration cannot be repeated.

### Collection of Evidence (COE)/Course Work Compilation (CWC)

- Evidence submitted in the COE/CWC must include a completed *Student Evidence Identification (SEI) Tag*:

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input type="checkbox"/> VGLA	<input type="checkbox"/> VSEP
Content Area: Mathematics	
SOL: 8.14	
Bullet: b	
Inferred:	Demonstrated:

VAAP STUDENT EVIDENCE IDENTIFICATION (SEI) TAG
Content Area: Mathematics
SOL: 8.14
Bullet: b

The SEI Tags may be ordered from Pearson via PEMSolutions and downloaded from the Virginia Department of Education's Web site at:

**[www.doe.virginia.gov/VDOE/Assessment/VSEP/SEITemplate.doc](http://www.doe.virginia.gov/VDOE/Assessment/VSEP/SEITemplate.doc)**

### **Virginia Grade Level Alternative (VGLA)**

#### Participation of LEP Students in the VGLA

- Limited English Proficient (LEP) students in grades 3-8 who are classified at level 1 or level 2 of English language proficiency may participate in the VGLA assessment for the reading test only.

### **Virginia Substitute Evaluation Program (VSEP)**

#### Participation Guidelines

- Students are not allowed to participate in the VSEP and the SOL assessment for the same subject area test during the fall or spring administrations.

#### Course Work Compilation (CWC)

- Tests in a multiple-choice format are not allowed as evidence.

### **Virginia Alternate Assessment Program (VAAP)**

#### Documentation Forms

- *VAAP Content Area Cover Sheet* (Appendix C) should be included for each content area submitted within the student's Collection of Evidence (COE).
- Provide only one signed *Affidavit of Student Performance* for the entire VAAP COE (Appendix C).

### **Science Requirement**

- Under the requirements of *No Child Left Behind* (NCLB), states must assess science at least once at the elementary level, once at the middle level, and once at the high school level.



## 1. USE OF THIS MANUAL FOR THE 2008-2009 ALTERNATIVE AND ALTERNATE ASSESSMENTS

The Virginia Alternative and Alternate assessments are designed to provide access to state assessments for eligible students with special needs. The *2008-2009 Virginia Alternate and Alternative Assessments Administrator's Manual* describes procedures to be followed for the administration of the following assessments:

- Virginia Grade Level Alternative (VGLA)
- Virginia Substitute Evaluation Program (VSEP)
- Virginia Alternate Assessment Program (VAAP)

This manual is a resource for principals, assistant principals, special education administrators, Directors of Instruction, and Title III Coordinators, as well as the School Coordinator and Division Director of Testing. It is organized into general sections that include information pertinent to VGLA, VSEP, and VAAP and program specific sections. Section 11, *VGLA and VAAP Local Scoring Guide*, provides detailed information. Program specific forms are located in the appendices: VGLA (Appendix A), VSEP (Appendix B), VAAP (Appendix C), general forms are in Appendices D and E, forms and student samples for use with local VGLA and VAAP scoring events are located in Appendices F and G. More detailed information about each assessment is available in the appropriate implementation manual.

## 2. ALTERNATIVE AND ALTERNATE ASSESSMENTS WITHIN THE STATE ACCOUNTABILITY SYSTEM

The *No Child Left Behind (NCLB) Act of 2001* requires that all students, including those with disabilities, and those with limited proficiency in English, be assessed on statewide accountability measures to determine Adequate Yearly Progress (AYP). For all students with disabilities identified under the *Individuals with Disabilities Education Improvement Act* (IDEIA), the Individualized Education Program (IEP) team determines how the student will participate in the accountability system. For students identified under *Section 504 of the Rehabilitation Act of 1973* as amended, the 504 committee determines how the student will participate.

In Virginia, students with disabilities have several options for participating in the state accountability system. They may participate in the SOL assessments without or with accommodations in the same manner that non-disabled students participate. Students in grades 3 through 8 with disabilities that prevent them from accessing the SOL test(s) in a content area, even with accommodations, may participate in the VGLA.

Similarly, LEP students who are at level 1 or level 2 of English language proficiency may take the SOL reading test with or without accommodations or the VGLA for reading. The LEP team makes participation decisions for eligible students. These decisions must be documented in the *2008-2009 LEP Student Assessment Participation Plan* (Appendix A).

The VSEP is available to students with disabilities who are enrolled in courses with end-of-course SOL assessments and students in grades 9-12 who need the grade 8 literacy and numeracy certification required to earn a modified standard diploma. All students with disabilities participating in the VSEP must meet the eligibility criteria established by the Virginia Department of Education. All participation decisions are the responsibility of the student's IEP team or 504 committee. Students are not allowed to participate in the VSEP and the SOL assessment for the same subject area test during an administration.

Under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), P.L. 108-446, and the NCLB, P.L.107-110, students with the most significant cognitive disabilities may be assessed on state-established content standards through an **alternate** assessment. NCLB guidance allows states to address this instructional challenge by developing grade-level state standards that have been "reduced in complexity and depth." This concept is referred to as aligning content level standards. The concept of aligned content level standards for students with significant cognitive disabilities has been addressed in the design and implementation of VAAP. Using eligibility criteria, the IEP team must determine participation in the SOL assessments, VSEP, VGLA, or VAAP.

**Table 1. Virginia's Assessment Program Options for Students with Disabilities**

<b>Content Standards</b>	<b>Assessment Options</b>	<b>Available to Students</b>
Standards of Learning (SOL)	SOL Assessments without accommodations	Grades 3-8 and EOC tests
	SOL Assessments with accommodations	Grades 3-8 and EOC tests
	Virginia Substitute Evaluation Program (VSEP)/Verified Credit for Standard and Advanced Studies Diploma options (Student submits a Course Work Compilation)	End-of-Course (EOC) tests
	VSEP/Literacy and Numeracy Certification for Modified Standard Diploma option (Student submits a Course Work Compilation)	Grade 8 Reading and Mathematics tests
	*State-approved substitute tests for verified credits or literacy and numeracy certification	EOC tests  Grade 8 Reading and Mathematics tests
	Virginia Grade Level Alternative (VGLA) (Student submits a Collection of Evidence)	Grades 3-8 subject area content
Aligned SOL	Virginia Alternate Assessment Program (VAAP) (Student submits a Collection of Evidence)	Grades 3-8 and Grade 11 Reading, Mathematics, Science, and History/Social Science subject area content

\*Current list of state-approved substitute tests are located at:

[www.doe.virginia.gov/VDOE/Assessment/SubTestChart.pdf](http://www.doe.virginia.gov/VDOE/Assessment/SubTestChart.pdf)

### Participation of LEP Students in the VGLA

LEP students who are classified at level 1 or level 2 of English language proficiency may take the SOL reading test with or without accommodations or participate in the VGLA for reading.

### 3. SCHOOL DIVISION RESPONSIBILITIES FOR THE ALTERNATIVE AND ALTERNATE ASSESSMENTS

Many school division personnel are responsible for the implementation of the VGLA, VSEP and VAAP. However, the primary staff includes the following:

School Division Staff	VGLA	VSEP	VAAP
Division Director of Testing (DDOT)	X	X	X
Director of Special Education	X	X	X
Director of Instruction	X	X	X
Title III Coordinator	X		
School Coordinator	X	X	X
Course Content Teacher	X	X	
Special Education Teacher	X	X	X
English as Second Language (ESL) Teacher	X		
Related Services Personnel and Paraprofessionals	X	X	X

Before implementing the alternative and alternate assessments, each administrator and coordinator should review this manual to become familiar with the responsibilities of all individuals. A brief explanation of the roles and responsibilities of each of these persons follows.

#### Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for implementation of the VGLA, VSEP, and VAAP requirements and procedures, and the dissemination of reports.

The DDOT is primarily responsible for the following:

- Assist administrators of special education in communicating information about the VGLA, VSEP, and VAAP to school personnel and parents;
- Work closely with administrators of special education, Title III Coordinators, principals, assistant principals, and School Coordinator to determine schedules, local procedures and guidelines for the return of COEs and/or CWCs to the central office for shipping and/or scoring;
- Ensure that all procedures and guidelines are implemented for submission of *Collections of Evidence* and/or *Course Work Compilations*;
- Coordinate the VGLA and VAAP local scoring events and audits, and related activities;
- Oversee the shipment of VSEP CWC to Pearson for scoring; and
- Disseminate reports required for the alternative and alternate assessments.

#### Administrators/Director of Special Education

Administrators of special education play a crucial role in interpreting federal and state laws, regulations, and policies, as these relate to the implementation of the VGLA, VSEP, and VAAP. Administrators/directors of special education are responsible for the following:

- Be familiar with IDEIA and NCLB requirements regarding large-scale assessment and communicate these requirements to school personnel, including general and special educators;

- Assist the DDOT to ensure that the VGLA, VSEP, and VAAP are implemented for eligible students with disabilities according to established guidelines;
- In cooperation with the DDOT, identify professional development needs of special education and related services personnel and provide and/or coordinate training;
- Address the professional development and support needs of special education and related services personnel involved in the preparation of the VGLA/VAAP COE and the VSEP CWC;
- Ensure instructional materials are provided for teachers and all other division staff responsible for the implementation of the VGLA, VSEP, and VAAP; and
- Collaborate with Parent Resource Centers or Parent Education and Training Centers (PEATC) to ensure that appropriate training and materials are available to parents.

### **Director of Instruction**

The Director of Instruction plays an integral role in design and implementation of the division's instructional program. In this capacity the Director of Instruction must ensure that all teachers including special education teachers and teachers of LEP students align instruction with the SOL. Special education teachers and teachers of LEP students should be included in divisionwide SOL-related professional development activities and distribution of resources and materials.

### **Title III Coordinator**

The Title III Coordinator must be well acquainted with VGLA requirements and procedures as they relate to LEP students at level 1 and level 2 of English language proficiency. In collaboration with the DDOT and the Director of Special Education, the Title III Coordinator's responsibilities include training, technical assistance, and support for teachers of LEP students as follows:

- Be familiar with NCLB requirements regarding the assessment of LEP students and communicate these requirements to school personnel, including general and ESL educators;
- Assist the DDOT to ensure that the VGLA reading is implemented for eligible LEP students according to established guidelines;
- Identify professional development needs of ESL personnel and provide and/or coordinate training; and
- Ensure that appropriate training and materials are available to parents.

### **School Coordinator**

The School Coordinator is the person designated within each school to serve as the point of contact between the DDOT and the school. The School Coordinator is responsible for ensuring that all procedures required for the VGLA, VSEP, and VAAP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the COE/CWC to ensure that all SOL/ASOLs, as appropriate, are addressed. Any questions the School Coordinator has regarding the VGLA, VSEP, and VAAP are to be directed to the DDOT, Director of Special Education, or Title III Coordinator, as appropriate. Additional responsibilities include the following:

- Disseminate materials to the teachers;
- Ensure teachers have submitted all COEs and CWCs by the school division's due date;
- Package the school's COEs and CWCs; and
- Deliver the school's COEs and CWCs to the DDOT.

### **School Administrators**

It is recommended that school principals and assistant principals do the following:

- Review the alternate assessment requirements of the *Individuals with Disabilities Education Improvement Act (IDEIA) of 2004* and the *No Child Left Behind Act of 2001* (NCLB), located at:

**[www.doe.virginia.gov/VDOE/sess/idearegs.html](http://www.doe.virginia.gov/VDOE/sess/idearegs.html)**

- Be familiar with NCLB requirements regarding the assessment of LEP students (refer to the *Limited English Proficient Students: Guidelines for Participation in the Virginia State Assessment Program*), located at:

**[www.doe.virginia.gov/VDOE/Assessment/home.shtml](http://www.doe.virginia.gov/VDOE/Assessment/home.shtml)**

- Become familiar with the information contained in the VGLA, VSEP, and VAAP administrator's and implementation manuals;
- Review the list of allowable accommodations for the SOL assessments to exercise the range of options available to students with disabilities and LEP students participating in the state assessment program;
- Review the alternative and alternate assessments' participation criteria to make informed decisions as instructional leader of the school;
- Be familiar with effective instructional practices for students with significant cognitive disabilities;
- Review IDEIA requirements that all students, including those with disabilities, must have access to and show progress in the general curriculum. In Virginia, this refers to curricula based on the SOL for all students;
- Review the contents of the COE or CWC prior to submission for scoring; and
- Ensure that required components are included in each COE and/or CWC and all affidavits are signed.

### **Teachers of Students Participating in VGLA, VSEP, and VAAP**

Teachers of students participating in the VGLA, VSEP, and VAAP play a critical role in implementing instructional programs addressing the SOL or ASOLs and assessing a student's performance. The course content teacher is responsible for implementing the VGLA and VSEP guidelines according to the procedures contained in the implementation manuals. The special education teacher is responsible for supporting the instruction of students in VGLA, VSEP, and VAAP by providing effective strategies and adapting materials. Like the course content teacher, the special education teacher/case manager is responsible for implementing the VGLA, VSEP, and VAAP according to the established guidelines.

In general, the teachers' responsibilities include the following:

- Attend local training, as appropriate;
- Write and/or implement the student's IEP/504 Plan (or *LEP Student Assessment Participation Plan*) and provide guidance to the IEP team/504 committee or LEP team regarding the student's current level of abilities and skills. This information is essential to the decision-making process for selecting an appropriate assessment for students;
- Ensure that written parental permission is obtained for the use of photographs and video or audio recordings in accordance with the school division policies and procedures;
- Ensure that the COE or CWC consider the standards being assessed, how the student is taught on a daily basis, and the school personnel who are a part of the student's instruction;
- Ensure that the *Affidavit of Student Performance* for each COE and/or CWC is signed appropriately before submitting to the school coordinator and building administrator; and
- Ensure that the COE or CWC is completed in accordance with the division's established timelines.

Any questions the course content teacher or the special education teacher/case manager has regarding the VGLA, VSEP, and VAAP are to be directed to the School Coordinator.

### **ESL Teacher**

The ESL teacher is responsible for supporting the instruction of eligible LEP students who are participating in the VGLA for the reading assessment by providing effective strategies and adapting materials. The ESL Teacher is responsible for implementing the VGLA reading assessment according to the established guidelines. Any questions the ESL Teacher has regarding the VGLA reading assessment are to be directed to the School Coordinator.

### **Related Services Personnel and Paraprofessionals**

Related services personnel and paraprofessionals are important in the total educational experience for special education students. They may work very closely with teachers to assist students in all phases of learning. Although they may not see all students every day, it is appropriate to include service providers in selecting types of evidence that will be included in the COE or CWC.

This does NOT mean the paraprofessional or related services providers design or assemble a COE or a CWC. It DOES mean that the special education teacher may ask for assistance with instructional activities and data collection. Any school personnel who assist with the COE/CWC should sign an *Affidavit of Student Performance*.

Paraprofessionals play a significant role in many phases of instruction, including assisting teachers. Because students should be comfortable in any evaluative setting, enlisting the assistance of paraprofessionals with whom students are familiar is an excellent strategy in collecting evidence. Working as a team, the teacher, paraprofessional, and related services provider can design a COE or CWC that is appropriate for the student and best documents the student's achievement.

#### **4. TRANSMITTAL OF STUDENT EVIDENCE BETWEEN SCHOOL DIVISIONS**

For students participating in the VGLA, VAAP, or VSEP, the following guidelines are suggested for the transmittal of their Collection of Evidence in progress or completed for VGLA and VAAP or the Course Work Compilation in progress or completed for VSEP when these students transfer from one Virginia public school division to another division within the school year.

- The transfer of a student's education record should be formally requested by the school division enrolling the student. The education record should contain the student's current IEP, 504 Management Plan or LEP Student Assessment Participation Plan. This information should document the assessment program in which the student is participating.
- The Collection of Evidence or Course Work Compilation should also be requested by the school division enrolling the student.
- The Collection of Evidence or Course Work Compilation (in progress or completed) should be forwarded to the school division enrolling the student. Care should be taken to ensure that all student work samples include:
  - grading with correct and incorrect answers indicated;
  - Student Evidence Identification (SEI) Tags affixed;
  - accommodations documented that were used to complete the work; and
  - a completed affidavit signed by school staff to verify that all student work was completed under the supervision of school staff and is the student's individual work.
- The school division transferring the student is strongly encouraged to maintain a copy of all student work and supporting documentation sent to the school division enrolling the student. Copies should be maintained as determined by the Division Director of Testing and Records Manager until the end of the assessment period.

## 5. TRAIN SCHOOL DIVISION PERSONNEL

The Virginia Department of Education and Pearson will provide regional workshops to prepare division-level personnel for implementation of the VGLA, VSEP, and VAAP. The DDOT, special education directors, instructional administrators, and Title III Coordinators, as appropriate, will be trained to provide leadership for these assessments.

Parent training will be conducted through Parent Resource Centers in school divisions. Technical assistance and resource materials will be available through the Virginia Department of Education, Training/Technical Assistance Centers, and Parent Resource Centers.

### 5.1 Train Division and School Administrators/Program Coordinators

The DDOT and Director of Special Education are responsible for coordinating the training for the division and school-level administrators/program coordinators based on information in the manuals and in other pertinent sources. This training should include the following topics:

- Identifying responsibilities of the School Coordinator, Course Content Teacher, Special Education Teacher, ESL Teacher, and related services personnel and paraprofessionals for implementation of the VSEP, VGLA, and VAAP
- Determining eligibility of students with disabilities for VSEP, VGLA, and VAAP
- Determining eligibility of LEP students for VGLA reading assessment
- Reviewing special accommodations
- Determining the course content to be assessed
- Reviewing procedures for VSEP, VGLA, and VAAP
- Collecting evidence of students' work
- Identifying resources for VSEP, VGLA, and VAAP
- Identifying resources for parents about VSEP, VGLA, and VAAP
- Preparing evidence of students' work for submission
- Detecting bias or sensitivity issues in preparation of a student's evidence
- Inspecting evidence of students' work
- Reviewing the scoring guidelines, procedures, and staff responsibilities for VGLA and VAAP
- Ensuring fairness and equity in scoring process
- Reviewing the VAAP and VGLA audit process
- Submitting a score correction for VGLA and VAAP
- Requesting a rescore of the VSEP CWC
- Re-submitting a VSEP CWC
- Reviewing and disseminating score reports
- Retaining and disposing of VSEP, VGLA, and VAAP materials according to division guidelines
- Training of teachers and related services personnel and paraprofessionals

## **5.2 Train Teachers and Other Related Services Personnel**

The School Coordinator, the DDOT, Director of Special Education, and Title III Coordinator, as appropriate, are responsible for coordinating the training for the course content teacher, special education teacher, ESL teacher, and related services personnel and paraprofessionals based on information in the manuals and other pertinent sources. This training should include the following topics:

- Identifying responsibilities of teachers and related services personnel and paraprofessionals for implementation of VSEP, VGLA, and VAAP
- Determining eligibility of students with disabilities for VSEP, VGLA, and VAAP
- Determining eligibility of LEP students for VGLA reading assessment
- Reviewing special accommodations
- Determining the course content to be assessed
- Reviewing procedures for VSEP, VGLA, and VAAP
- Collecting evidence of students' work
- Identifying resources for VSEP, VGLA, and VAAP
- Identifying resources for parents about VSEP, VGLA, and VAAP
- Preparing evidence of students' work
- Detecting bias or sensitivity issues in preparation of student's evidence
- Reviewing the scoring guidelines, procedures, and staff responsibilities for VGLA and VAAP
- Ensuring fairness and equity in scoring process

As applicable to local procedures, training should include the following topics:

- Reviewing the VAAP and VGLA audit process
- Requesting a score correction for VGLA and VAAP
- Requesting a rescore of the VSEP CWC
- Requesting a resubmission of the VSEP CWC
- Reviewing score reports
- Retaining and disposing of VSEP, VGLA, and VAAP materials according to division guidelines



## 6. VIRGINIA GRADE LEVEL ALTERNATIVE

### 6.1 VGLA Description

The Virginia Grade Level Alternative (VGLA) is available for students in grades 3 through 8 as an alternative assessment for the Standards of Learning (SOL) testing. Students who qualify to participate in the VGLA are required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprints for the academic content area in which they are being assessed. The *Virginia Standards of Learning Test Blueprints* are located at:

**[www.doe.virginia.gov/VDOE/Assessment/soltests/](http://www.doe.virginia.gov/VDOE/Assessment/soltests/)**

This assessment is only available to students with disabilities and eligible students with limited English proficiency. LEP students in grades 3 through 8 who are at level 1 or level 2 of English language proficiency (ELP) may participate in the VGLA for the reading test.

### 6.2 Components of the VGLA

As an alternative method of assessment, the VGLA consists of the following three components:

#### ❶ Determination of Eligibility

Using VGLA eligibility criteria, the IEP team/504 committee examines how the student with a disability accesses instruction and content and demonstrates the knowledge and skills learned in the general education course being considered for the VGLA. Consideration for participation in the VGLA is by grade level and course. The LEP team must consider the student's level of English language proficiency to determine if the VGLA is an appropriate assessment for the reading test.

#### ❷ Collection of Evidence

Students participating in the VGLA must compile a collection of work samples to demonstrate performance on all *on-grade level* SOL for which they have received instruction.

#### ❸ Affidavit of Student Performance

A signed *Affidavit of Student Performance* must be provided with the COE that ensures the student's sole ownership/authorship of all evidence presented and completed under the supervision of the content area teacher or other school personnel.

### 6.3 Become Familiar with Special Accommodations

In considering possible participation in the VGLA, IEP team/504 committee members or the LEP team, as appropriate, need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course. Questions about whether accommodations not listed are permissible for a specific test should be directed to the DDOT. Any questions that the DDOT has are to be directed to the Virginia Department of Education, Division of Student Assessment.

### 6.4 Determine Eligibility of Students with Disabilities for the VGLA

Typical characteristics of a student recommended for the VGLA include the following:

- enrolled in grades 3 through 8
- has an IEP/504 Plan (or one is being developed) (Appendix A)
- has a disability that results in an inability to demonstrate knowledge and skill on a multiple-choice test, even when accommodations are provided
- demonstrates work on SOL that is at grade level

Refer to the *VGLA Implementation Manual*, Section 4.4, for scenarios of students who meet the participation criteria for the VGLA.

For a student to qualify for the VGLA, the student's IEP team/504 committee must answer the three questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VGLA for a specific content area. **Decisions about participation are made on a test by test basis.**

VGLA qualifying questions for eligibility are as follows:

- 1) Does the student have a current IEP/504 Plan (or one that is being developed)?  
☐ Yes      ☐ No
- 2) Does the student demonstrate his/her individual achievement of the Standards of Learning content by means other than a multiple-choice test format?  
☐ Yes      ☐ No
- 3) As a result of a disability, is the student unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned course and grade level using available accommodations and/or formats?  
☐ Yes      ☐ No

## **6.5 Determine Eligibility of LEP Students for the VGLA**

LEP students who are classified at level 1 or level 2 of English language proficiency (ELP) are eligible for the VGLA in the content area of reading only. Consult with the Title III Coordinator to identify eligible LEP students for the VGLA.

## **6.6 Determine the SOL Course to be Assessed**

The VGLA is available for eligible students by grade level and subject area content as follows:

**Grade 3** – Reading, Mathematics, Science, and History/Social Science

**Grade 4** – Reading and Mathematics

**Grade 5** – Reading, Writing, Mathematics, and Science

**Grade 6** - Reading and Mathematics

**Grade 7** - Reading and Mathematics

**Grade 8** – Reading, Writing, Mathematics, Science, and History/Social Science

**Content Specific History** – Virginia Studies; United States History to 1877; United States History: 1877 to the Present; and Civics & Economics (The grade level that students are instructed in this content varies.)

**NOTE:** Only Grades 3 through 8 VGLA reading assessments are available to eligible LEP students.

**All students, regardless of their disability, must be assessed in reading, mathematics, and science.** Students must complete a collection of evidence in science at each level of their education: at least once in elementary school, middle school, and high school. Only the student's IEP team may determine non-participation in the assessments for grades 3 through 8 in the content areas of history/social science and writing (grades 5 and 8). If it is determined that it is not appropriate for the student to participate in the writing and/or history/social science assessments, the consequences of this decision must be fully explained to and understood by the student's parent, legal guardian, or surrogate parent, and the student.

## **6.7 Procedures for the VGLA**

For detailed information about VGLA procedures and guidelines and collecting students' work samples, refer to the *2008-2009 VGLA Implementation Manual*, designed for teachers. This manual is located at:

**[www.doe.virginia.gov/VDOE/Assessment/home.shtml](http://www.doe.virginia.gov/VDOE/Assessment/home.shtml)**

## **6.8 VGLA Scoring System**

### **6.8.1 Overview of holistic scoring**

A holistic scoring model is used to evaluate evidence. Holistic scoring concentrates on an overall impression of student work, and all the evidence outweighs the individual parts. Holistic scoring involves assessing a student's performance as a whole and determining the most appropriate overall score point. For the VGLA assessment, this means that scorers will review evidence submitted for a particular SOL as a whole, rather than focusing separately on each bullet point. Evidence is evaluated using the scoring tools outlined in Section 6.8.3.

### **6.8.2 VGLA scorers**

VGLA collections of evidence are submitted to the school division's director of testing and are scored by local scorers using an online score entry system. The local school division has direct responsibility for establishing and maintaining scorers. Each school division should identify a person(s) responsible for supervising, training, monitoring, and maintaining scorers. The Virginia Department of Education will offer in-depth regional training yearly to meet the needs of scorers and to update information regarding the VGLA.

Local school divisions have the discretion of using single scorers or scoring teams to score VGLA collections of evidence. Regardless of whether individual scorers or teams are used, school division personnel knowledgeable in the content area of submission must be involved (e.g., a third-grade teacher would best judge a COE submitted for the grade 3 mathematics SOL). Additional scoring team members may be used, and more than one scoring team may be assembled and maintained within a school division.

The DDOT is responsible for ensuring that proper protocol is followed for assembling, rating, scoring, and reporting VGLA entries using the *VGLA Online Scoring System*. Scoring team members are responsible for assigning ratings for submitted evidence following established rubric descriptors in Table 3 of this manual. The scoring team is responsible for ensuring "fair and accurate" ratings of student performance, maintaining confidentiality of submitted collections of student work during the scoring and audit window, and entering results for scored VGLA in the online score entry system. Scoring teams may not discuss submitted evidence, ratings, proficiency levels, or scoring issues outside of the scoring team meeting.

Scoring team members must not use membership on the VGLA scoring team to influence the selection of student materials for the collections of evidence. If a scoring team member has provided training or technical guidance to the student and/or teacher in submitting evidence, he/she may not score that particular COE. Refer to Section 11 of this manual, a detailed guide for local scoring events.

### **6.8.3 Scoring tools**

Four scoring tools have been developed to standardize local scoring efforts. These tools include: the VGLA Scoring Rubric, Scoring Rubric Addendum, Anchor Sets, and general VGLA Scoring Rules.

#### **6.8.3.1 Using the scoring rubric**

The VGLA is scored holistically at the standard level. A student must submit evidence of all the skills and knowledge contained in the test blueprint, including sub-skills. Holistic scoring involves assessing a student's performance as a whole and determining the most appropriate overall score point based on the quality of the evidence provided.

**Table 2. VGLA Scoring Rubric**

<b>Score</b>	<b>Descriptors</b>
<b>0</b>	There is <i>no evidence</i> of the specific Standard(s) of Learning being addressed.
<b>1</b>	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>2</b>	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>3</b>	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>4</b>	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

**Table 3. VGLA Scoring Rubric Addendum**

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
<b>No Evidence</b>	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the SOL being defended.
<b>Little Evidence</b>	The collection of evidence provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
<b>Some Evidence</b>	The collection of evidence provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
<b>Adequate Evidence</b>	The collection of evidence provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
<b>Ample Evidence</b>	The collection of evidence provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

### 6.8.3.2 Anchor sets

An anchor set is a collection of pre-scored, purposefully selected student materials that exemplify each rubric score point. Additionally, subject and grade-specific anchor sets help to illustrate the key concepts described in the rubric. Anchor papers are reviewed by committees of Virginia educators and approved by the Virginia Department of Education. Anchor sets will be distributed and discussed in detail during training.

### 6.8.3.3 General VGLA scoring rules

#### **Rule 1 Evidence must be student-generated**

- If the student work is copied from sources such as the blackboard, texts, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If student work is done as part of a group project or assignment and the contribution of the student is not clearly identified, the work cannot be considered in scoring.

#### **Rule 2 Evidence must include a correct SEI Tag**

- If there is no SEI Tag, the evidence cannot be considered in scoring.

#### **Rule 3 Evidence must clearly address the accommodations, captions, and grading as appropriate**

##### **Accommodations**

- If an accommodation has been used in the creation of the evidence, then the accommodation must be documented in the evidence.
- The read-aloud accommodation can only be used in the reading content area for students with disabilities who have been determined eligible by their school divisions using criteria established by the Virginia Department of Education and communicated in the Superintendents' Memorandum Number 235, dated October 27, 2006, *Guidelines for the Read-aloud/Audio Accommodation on the Standards of Learning (SOL) Reading Tests and the Virginia Grade Level Alternative (VGLA) for Reading*.

##### **Captions**

- If evidence includes photographs, captions that address the student's individual achievement must be included. Otherwise the evidence cannot be considered in scoring.

##### **Grading**

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples must be graded by the teacher and correct and/or incorrect answers should be clearly identified. The grades may be a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher. Evidence such as anecdotal records, audios, videos, and interviews must include a statement of accuracy describing the student's level of individual achievement on the SOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

**NOTE:** The *Standards of Learning Curriculum Framework* may be used as a reference tool during scoring to help scoring teams understand the standards addressed. This resource is available at:

**[www.doe.virginia.gov/VDOE/CurriculumFramework/](http://www.doe.virginia.gov/VDOE/CurriculumFramework/)**

A *VGLA Scoring Worksheet* is to be used for scoring. VGLA scores are recorded on worksheets and entered into the online scoring systems. *VGLA Scoring Worksheets* are available at:

**[www.doe.virginia.gov/VDOE/Assessment/VGLAWorksheets/indexvgla.htm](http://www.doe.virginia.gov/VDOE/Assessment/VGLAWorksheets/indexvgla.htm)**

## 6.9 VGLA Audit Process

Audits will be conducted in two waves, in June and July, of each assessment administration year. Pearson will randomly select 10% to 15% of a division's VGLA collections of evidence to be audited. These selected COE will be subject to audits of student evidence and ratings. The purpose of the audit is to ensure that the school division's scoring teams are appropriately applying the scoring rubric to selected student evidence.

Audited entries will be examined to confirm ratings of evidence submitted. A complete official audit report will be provided to the DDOT after completion of the audit process.

**NOTE:** For detailed directions for shipping the VGLA Audit Institute materials to Pearson, refer to Section 10 of this manual.

## **7. VIRGINIA SUBSTITUTE EVALUATION PROGRAM**

### **7.1 Program Description**

The Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The VSEP is available to students with disabilities who are enrolled in courses with end-of-course SOL assessments and students in grades 9-12 who need the grade 8 numeracy and literacy certification required to earn a modified standard diploma. The difference between the SOL tests and the VSEP is the method of assessment. Students participating in the VSEP are expected to provide evidence of achievement through a Course Work Compilation (CWC) based on the same standards as students taking the multiple-choice and direct writing SOL tests.

A student's CWC represents his or her performance and skills attained within a specific subject area addressed in the SOL test blueprints. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a standard or advanced studies diploma or to meet the requirements of a modified standard diploma through non-traditional means.

### **7.2 Determine Eligibility of Students for the VSEP**

In making the decision regarding participation in the VSEP, all students with disabilities must first be considered for SOL test participation. A student may be able to participate in the SOL assessments with accommodations. Participation in the VSEP should only be considered after SOL participation has been discussed and all possible accommodations have been fully examined. Eligibility decisions must be made on a test-by-test basis and individual basis.

The identification of students to participate in the VSEP is a responsibility of the IEP team/504 committee. In exercising this responsibility, all IEP teams/504 committees are required to use the criteria for participation as outlined below.

The participation criteria are designed to guide teams in identifying the population of students with disabilities who are unable to access the SOL tests even with accommodations. When using these criteria, IEP teams/504 committees should base decisions on current and historical data such as evaluations, school records, parent/teacher input, medical records, etc.

Criteria for participation in the VSEP are as follows:

- The student must have a current IEP or 504 plan (or one that is being developed).
- The student must be enrolled in a course or has passed a course that has an SOL EOC test and/or the student is pursuing a Modified Standard Diploma and is seeking certification to meet the literacy and/or numeracy requirements.
- The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the SOL assessments even with accommodations and therefore requires a substitute evaluation.
- All accommodations have been considered for use with the student in the course/content submission area.

The IEP team/504 committee decision about participation in the substitute evaluation shall be documented in the student's IEP or 504 plan. All information pertaining to the student's participation in the VSEP shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and Management of Scholastic Records).



### 7.3 Components of the VSEP

As an alternative method of assessment, the VSEP consists of the following six components:

#### ❶ Intent to Submit a Substitute Evaluation Plan

This form is completed and signed by the student's IEP team or 504 committee. It documents that the student meets the VSEP eligibility criteria, accommodations have been considered, and that an alternative method of assessment is justified. The *Intent to Submit a Substitute Evaluation Plan* must be submitted to the Virginia Department of Education.

#### ❷ Evaluation Plan Submission Form

In addition to providing information about the student and the school division, this form describes the assessment evidence planned to demonstrate the student's individual achievement for each SOL on the course test blueprint. The *Evaluation Plan Submission Form* must be submitted to the Virginia Department of Education.

#### ❸ Evaluation Plan Approval/Denial Form

This form documents the Virginia Department of Education's response to the student's evaluation plan for an alternative assessment. The response may be designated as approved, denied, or pending receipt of additional information.

#### ❹ Course Work Compilation (CWC)

The CWC is a collection of student work that demonstrates individual achievement in course content standards as presented in the SOL test blueprint for the academic content area being assessed.

#### ❺ Course Work Compilation Submission Cover Sheet and Affidavit

The CWC Cover Sheet includes the *Affidavit of Student Performance* that ensures all evidence presented in the CWC is the student's individual work completed under the supervision of the content teacher or other school personnel.

#### ❻ Request to Rescore (as appropriate)

A school division may request a CWC be rescored if the student received a failing score AND there is an agreement between two staff members that it should have received a higher score.

### 7.4 Become Familiar with Special Accommodations

In considering possible participation in the substitute evaluation program, IEP team/504 committee members need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course. Refer to Appendix B, Section III, *Allowed Accommodations*, for a list of accommodations that are currently available for use on SOL assessments. Questions about whether accommodations not listed are permissible for a specific test should be directed to the DDOT. Any questions that the DDOT has are to be directed to the Virginia Department of Education, Division of Student Assessment and School Improvement.

### 7.5 Determine the SOL Course to be Assessed

Based upon meeting the VSEP participation criteria and Virginia Department of Education approval of the course evaluation plan, students may qualify to submit a VSEP CWC for the following courses:

#### End-of-Course content areas

- English: Writing
- English: Reading
- Algebra I
- Algebra II
- Geometry
- Biology
- Earth Science

- Chemistry
- Virginia and United States History
- World History I
- World History II
- World Geography

**Grade 8 content areas required for the Modified Standard Diploma**

- Reading (literacy assessment)
- Mathematics (numeracy assessment)

**7.6 Procedures for the VSEP**

For detailed information about VSEP procedures and guidelines and collecting students' work samples, refer to the *2008-2009 VSEP Implementation Manual*, designed for teachers. This manual is located at:

**[www.doe.virginia.gov/VDOE/Assessment/home.shtml](http://www.doe.virginia.gov/VDOE/Assessment/home.shtml)**

**7.7 Scoring of VSEP CWCs**

**7.7.1 Required documentation for scoring**

The *Evaluation Plan Approval/Denial Form* and the *Course Work Compilation Submission Cover Sheet and Affidavit* (Appendix B) must accompany each student's CWC for scoring. The signed affidavit ensures that the evidence in the CWC is that of only the student. The course content teacher and special education teacher should complete all locally required documentation and organize the CWC according to the *Course Evaluation Plan* (Appendix B, Section III). It is the responsibility of the DDOT to submit the final CWC and required documentation for scoring on specified dates and locations provided by the Virginia Department of Education.

**7.7.2 Procedures for reviewing and scoring the CWC**

VSEP CWCs are submitted to Pearson for scoring. Pearson scorers are trained to score the CWC against the rubric (Table 4) and rubric addendum (Table 5). Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students.

Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC MUST demonstrate the required SOL content identified in the test blueprints for the area being assessed and the level of the student's individual achievement. Refer to the *Virginia's Standards of Learning Test Blueprints* at:

**[www.doe.virginia.gov/VDOE/Assessment/soltests/](http://www.doe.virginia.gov/VDOE/Assessment/soltests/)**

The CWCs are scored in January of each year for term graduates, students expected to graduate at the end of the fall semester. All other CWCs are scored at the end of the school year.

**7.7.3 Process for scoring**

The scoring process for the VSEP involves the use of a four-point rubric that judges the evidence presented in the CWC as it relates to the standards being addressed.

**Table 4. VSEP Scoring Rubric**

<b>Score</b>	<b>Descriptors</b>
<b>0</b>	There is <i>no evidence</i> of the specific Standard(s) of Learning being addressed.
<b>1</b>	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>2</b>	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>3</b>	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
<b>4</b>	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

**Table 5. VSEP Scoring Rubric Addendum**

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

<b>Descriptor</b>	<b>Detailed Explanation</b>
<b>No Evidence</b>	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the SOL being defended.
<b>Little Evidence</b>	The course work compilation provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
<b>Some Evidence</b>	The course work compilation provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
<b>Adequate Evidence</b>	The course work compilation provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
<b>Ample Evidence</b>	The course work compilation provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

#### 7.7.4 General VSEP scoring rules

##### **Rule 1 Evidence must be student-generated**

- If the student work is copied from sources such as the blackboard, texts, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If the student work is done as part of a group project or assignment and the contribution of the submitting student is not clearly identified, the work cannot be considered in scoring.

##### **Rule 2 Evidence must include a correctly completed SEI Tag**

- If there is no SEI Tag, the evidence cannot be considered in scoring.

##### **Rule 3 Evidence must clearly address accommodations, captions, and grading, as appropriate**

###### **Accommodations**

- If an accommodation has been used in the creation of the evidence, then the accommodation must be documented in the evidence.

###### **Captions**

- If the evidence includes photographs, captions that address the student's individual achievement must be included; otherwise the evidence cannot be considered in scoring.

###### **Grading**

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples must be graded by the teacher and correct and/or incorrect answers should be clearly identified. The grades may be a letter grade, numerical grade, or evaluative comments, etc. Evidence such as anecdotal records, audios, videos, and interviews must include a statement of accuracy describing the student's level of individual achievement on the SOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

**NOTE:** The *SOL Curriculum Framework* may be used to assist scoring teams to understand the standards addressed.

#### 7.7.5 Score reports

Pearson will score the fall VSEP CWCs for term graduates during the scoring event in January 2009, and will score the spring VSEP CWCs for Grades 9-12 during the scoring event in June 2009. Score reports for students submitting a VSEP will be posted in PEMSolutions upon completion of scoring. VSEP scores will verify a credit for the course being submitted or provide certification that the student has met the literacy and/or numeracy requirements of the Modified Standard Diploma.

**NOTE:** For detailed directions for shipping the VSEP materials to Pearson for scoring, refer to Section 10 of this manual.

## 8. VIRGINIA ALTERNATE ASSESSMENT PROGRAM

### 8.1 Program Description

The Virginia Alternate Assessment Program (VAAP) is designed to evaluate the performance of students with significant cognitive disabilities. The VAAP is available to students in grades 3 through 8 and students in grade 11 who are working on academic standards that have been reduced in complexity and depth. This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOLs) located in the 2008-2009 *VAAP Implementation Manual*, Appendix B. Individual student achievement of academic skills is the singular focus of the VAAP. Although functional skills such as self care, leisure activities, and domestic skills are important components of educational programs designed for students with significant cognitive disabilities, these skills are **not** evaluated in the VAAP.

Only students with significant cognitive disabilities may be considered appropriate participants for the VAAP. Students participating in the VAAP may fulfill federal participation requirements by submitting collections of evidence for the content areas of reading, mathematics, and science. Finally, the Virginia Department of Education strongly recommends submission of evidence in a content area if an SOL assessment is administered for that grade level and content area.

### 8.2 Components of the VAAP

The VAAP consists of the following five components:

#### ❶ Determination of Eligibility

Using VAAP eligibility criteria, the IEP team examines how the student with significant cognitive disabilities accesses instruction and content and demonstrates the knowledge and skills.

#### ❷ Use of Aligned Standards of Learning (ASOLs)

The ASOLs are academic standards that have been derived from the SOL. The ASOLs provide students with significant cognitive disabilities with access to cross-grade level SOL content that has been reduced in complexity and depth. Appropriate content level standards have been identified for each content area: reading, mathematics, science, and history/social science.

#### ❸ Collection of Evidence (COE)

Students participating in the VAAP must compile a collection of work samples to demonstrate performance on the ASOL for which they have received instruction.

#### ❹ VAAP Content Area Cover Sheet

The student's COE must include a cover sheet for each content area within the collection.

#### ❺ Affidavit of Student Performance

An *Affidavit of Student Performance* must be completed and provided for the entire COE. The affidavit will ensure that all evidence presented is the student's individual work and was completed under the supervision of the special education teacher or other school personnel.

### 8.3 Student Eligibility Criteria

Typical characteristics of a student recommended for the VAAP include the following:

- must have a current IEP or one is being developed;
- demonstrates significant cognitive disabilities;
- must have a present level of performance that indicates the need for extensive, direct instruction and/or intervention in a curriculum framework based on ASOLs. The present level of performance or student evaluation may also include personal management, recreation and leisure, school and community, vocational, communication, social competence and/or motor skills;

- requires intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement; and
- is working toward educational goals other than those prescribed for a Modified Standard Diploma, Standard Diploma, or Advanced Studies Diploma.

Students participating in the VAAP *must* be enrolled in grades 3 through 8 or grade 11. The IEP team has the responsibility for making the decision regarding participation in the VAAP. In exercising this responsibility, all IEP teams are required to use the criteria for participation outlined above and in the *2008-2009 VAAP Participation Criteria Form* (Appendix C).

#### **8.4 Become Familiar with Special Accommodations**

In considering possible participation in the VAAP, IEP team members need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course.

#### **8.5 Identification of Students for the VAAP**

If the student fails to meet one of the criteria (Section 8.3) for participation, the VAAP is not appropriate for this student and he/she must be considered for participation in the SOL assessments, the Virginia Grade Level Alternative (VGLA), and/or the Virginia Substitute Evaluation Program (VSEP). The participation criteria are designed to guide IEP teams in identifying the population of students with significant cognitive disabilities who are unable to be assessed using the SOL tests even with accommodations or the VGLA assessment. **All students, regardless their disability, must be assessed in reading, mathematics, and science. The *No Child Left Behind Act of 2001* requires that the science assessment be administered at least once in elementary school, once in middle school, and once in high school.** Only the student's IEP team may determine non-participation in the assessments for grades 3 through 8 in the content area of history/social science. If it is determined that it is not appropriate for the student to participate in the history/social science assessments, the consequences of this decision must be fully explained to and understood by the student's parent, legal guardian, or surrogate parent, and the student.

When considering students for the VAAP, IEP teams are advised to consider information such as, but not limited to, educational evaluations, psychological reports, teacher observation, etc.

The IEP team decision about participation in the VAAP shall be documented in the student's IEP. All information pertaining to the student's participation in the VAAP shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and Management of Scholastic Records).

#### **8.6 Inform Parents about the VAAP**

Local school divisions are responsible for informing parents of students with significant cognitive disabilities that the students qualify for VAAP. They are to communicate how evidence of student achievement will be collected, the types of evidence needed, and the conditions for gathering such evidence. If photographs, videos, or audios are to be submitted as a type of evidence, school divisions must obtain written parental consent. Consent should be maintained on file in the school division.

Parent information is available from the Parent Resource Centers, DDOTs, Directors of Special Education, and the Virginia Department of Education, Division of Student Assessment and School Improvement.

#### **8.7 Procedures for the VAAP**

For detailed information about VAAP procedures and guidelines and collecting students' work samples, refer to the *2008-2009 VAAP Implementation Manual*, designed for the teachers. This manual is located at:

**[www.doc.virginia.gov/VDOE/Assessment/home.shtml](http://www.doc.virginia.gov/VDOE/Assessment/home.shtml)**

## 8.8 VAAP Scoring System

VAAP COEs are submitted to the DDOT. Scoring takes place in the local school divisions by trained scorers using the *VAAP Scoring Worksheet* and the online scoring system in PEMSolutions. The VAAP Scoring Worksheets are located at:

**[www.doe.virginia.gov/VDOE/Assessment/VAAPWorksheets/indexvaap.htm](http://www.doe.virginia.gov/VDOE/Assessment/VAAPWorksheets/indexvaap.htm)**

The DDOT is responsible for establishing local procedures for collecting and storing COEs prior to local scoring events. Local school divisions have the discretion of using single scorers or scoring teams to score VAAP COEs. If a single scorer is used, the scorer must have special education experience and content knowledge in the area of the collection being scored. In cases in which scoring teams are used, at least one team member must have content knowledge in the area of the collection being scored and at least one team member must have special education experience. School divisions are not permitted to use persons who have provided training, technical assistance, and/or reviewed VAAP COEs as scorers for the same collections.

The Virginia Department of Education will provide dates and locations of scoring event training to be conducted in each geographic region. Scoring teams from each school division are expected to attend the scoring event training in order to learn how to score the VAAP COEs. After attending these training sessions, DDOTs are expected to organize and conduct local scoring events to complete VAAP scoring. Refer to Section 11 of this manual for additional information concerning scoring event requirements, teams, and scoring guidelines.

### 8.8.1 Scoring tools

The students' COEs are scored against the VAAP Scoring Rubric presented in Table 6 and the VAAP Scoring Rubric Addendum presented in Table 7.

The SOL articulate the core academic areas of reading, mathematics, science, and history/social science. These standards are organized by grade level to reflect student learning outcomes. Virginia's ASOLs articulate the same core academic areas of reading, mathematics, science, and history/social science for students with significant cognitive disabilities. Aligned standards are organized across grade levels to reflect appropriate student learning outcomes. When a student submits evidence of skills and/or knowledge listed in an ASOL, the following rubric is used to rate the level of student individual achievement.

**Table 6. VAAP Scoring Rubric**

Score	Descriptors
<b>0</b>	There is <i>no evidence</i> of the specific Aligned Standard(s) of Learning being addressed.
<b>1</b>	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Aligned Standard(s) of Learning being addressed.
<b>2</b>	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Aligned Standard(s) of Learning being addressed.
<b>3</b>	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Aligned Standard(s) of Learning being addressed.
<b>4</b>	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Aligned Standard(s) of Learning being addressed.

For detailed information and examples on how to apply the VAAP Scoring Rubric, refer to the *2008-2009 VAAP Implementation Manual*. This manual is located at:

**[www.doe.virginia.gov/VDOE/Assessment/home.shtml](http://www.doe.virginia.gov/VDOE/Assessment/home.shtml)**



**Table 7. VAAP Scoring Rubric Addendum**

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
<b>No Evidence</b>	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the ASOL being defended.
<b>Little Evidence</b>	The collection of evidence provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the ASOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the ASOL.
<b>Some Evidence</b>	The collection of evidence provides only a partially sufficient demonstration of the student’s knowledge and understanding of the ASOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the ASOL.
<b>Adequate Evidence</b>	The collection of evidence provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the ASOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the ASOL.
<b>Ample Evidence</b>	The course work compilation provides a fully sufficient demonstration of the student’s knowledge and understanding of the ASOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the ASOL.

### 8.8.2 Anchor sets

An anchor set is a collection of pre-scored, purposefully selected student materials that exemplify each rubric score point. Additionally, anchor sets help to illustrate the key concepts described in the rubric. Anchor papers are reviewed by committees of Virginia educators and approved by the Virginia Department of Education. Anchor sets will be distributed and discussed in detail during training.

### 8.8.3 Scoring considerations

The ASOLs, located in the 2008-2009 *VAAP Implementation Manual*, Appendix B, for each content area provide students participating in the VAAP with skills and/or knowledge statements. These statements are the expected performance measures used in the assessment component of the program. Instruction in the content area skills contained in these frameworks will be supported by the Virginia Department of Education. When selecting a content area skill to defend in the assessment component of the VAAP, **students must defend only one bullet contained within the ASOLs that have multiple bullets**, as illustrated in the following example.



**Example: Selection of an ASOL with Multiple Bullets**

*The student and teacher select reading ASOL:*

E-RC1-The student will demonstrate comprehension of fiction and nonfiction.

- a) Use pictures to make predictions about content.
- b) Retell familiar stories, using beginning, middle, and end.
- c) Discuss characters, setting, and events.
- d) Use story language in discussions and retellings.
- e) Identify what an author does and what an illustrator does.
- f) Identify the topics of nonfiction selections.

*In reviewing the content skills and knowledge expressed within the standard, the student and teacher choose to defend the specific bullet:*

- a) Use pictures to make predictions about content.*

*Therefore, the student and teacher will be required to submit evidence of individual achievement to defend the ASOL stem, E-RC1 **and** bullet “a,” as stated above.*

The evidence must defend the stem which requires the demonstration of comprehension of fiction and nonfiction **and** the bullet which requires the use of pictures for both types of passages to make predictions about content.

**If the selected ASOL does not contain multiple statements/bullets of skills and/or knowledge, the student is expected to defend the ASOL statement in its entirety.**

**8.8.4 General VAAP scoring rules****Rule 1 Evidence must show individual student achievement.**

- If the student work does not show any level of individual achievement with the ASOL being defended, the scorer may assign a score point of “0.”
- If the student work shows the use of hand-over-hand instruction, the evidence cannot be considered in scoring. Hand-over-hand is full physical assistance needed to complete an ASOL. For example, a full physical assist might entail putting your hand on the student’s hand and moving the student’s hand through the action of writing his or her name.

**NOTE:** Hand-over-hand instruction, although a valid introductory teaching method, does not provide evidence of the student’s performance and cannot be considered during scoring.

**Rule 2 Evidence must be student-generated**

- If the student work is based on homework, an open-book test, the work cannot be considered in scoring.
- If the student work is copied from sources such as the blackboard, texts, or computer, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If the student work is a part of a group project and the work of the student participating in the VAAP is not clearly identified, the work cannot be considered in scoring.

**Rule 3 Evidence must include a correctly labeled Student Evidence Identification (SEI) Tag**

- If there is no SEI Tag, the evidence cannot be considered in scoring.
- If the SEI Tag is clearly mislabeled, the SEI Tag should be corrected and initialed by the Scoring Event Coordinator or designee before it is considered in scoring.

**Rule 4** Evidence must include a completed *VAAP Content Area Cover Sheet* for each content area

- The *VAAP Content Area Cover Sheet* is not considered evidence and will not be scored.

**Rule 5** Evidence must include a signed affidavit or it will not be scored

**Rule 6** Evidence must clearly address accommodations, photograph captions, and grading

- **Accommodations**

If an accommodation has been used in the creation of the evidence, then the accommodation must be documented in the evidence or on the *VAAP Content Area Cover Sheet*.

- **Supports**

If supports have been used in the creation of the evidence, then the supports must be documented in the evidence or on the *VAAP Content Area Cover Sheet*.

- **Captions**

If the evidence includes photographs, captions (descriptive statements of student achievement) must be included, otherwise the evidence cannot be considered in scoring.

- **Grading**

If the evidence includes work samples such as worksheets, tests and quizzes, the work samples should be graded by the teacher and correct and/or incorrect answers should be clearly identified. The grades may be a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher. Evidence such as anecdotal records, observations, interviews, audios, and videos must include a statement of accuracy describing the student's level of individual achievement on the ASOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

**NOTE:** The *ASOL Curriculum Framework* may be used as a reference tool to help scoring teams understand the ASOLs addressed. The *ASOL Curriculum Framework* is available at:

<http://www.ttaonline.org>

### 8.8.5 VAAP scores

After VAAP scores are entered in PEMSolution, the online system will calculate the student's total score for each content area submitted and use predetermined cut points established by the Virginia Board of Education to assign proficiency levels. For more details on VAAP local scoring, refer to Section 11 of this manual.

## 8.9 VAAP Audit Process

Audits will be conducted in July of each assessment administration year. Pearson will randomly select 10% to 15% of a division's student submitted VAAP collections of evidence to be audited. These selected COEs will be subject to audits of student evidence and ratings. The purpose of the audit is to ensure that the school division's scoring teams are appropriately applying the scoring rubric to selected student evidence.

Audited entries will be examined to confirm ratings of evidence submitted. A complete official audit report will be provided to the DDOT after completion of the audit process.

**NOTE:** For detailed directions on shipping VAAP Audit Institute materials to Pearson, refer to Section 10 of this manual.

## 9. ASSIGNING TESTING STATUS CODES

### 9.1 Testing Status Guidelines

Evidence of student performance is collected and submitted for those participating in the VGLA, VSEP, and VAAP. The Virginia Testing Status Codes (Table 8) are used to address circumstances that have resulted in incomplete evidence or no evidence being submitted for students participating in VGLA, VSEP, and VAAP. Although student evidence is collected throughout the school year, extenuating circumstances may result in evidence being insufficient to score. These situations may include, but are not limited to, extended student illness, excessive student absences, and out-of-state transfers. Other issues, such as parent or student refusals, IEP team/504 committee exemptions, etc., may result in a COE or CWC not being submitted.

In these situations, if the COE or the CWC cannot be completed or it is non-existent, the DDOT should assign the appropriate testing status to student evidence based on a consideration of the issues. In cases of extended student absences, medical issues, and out-of-state transfers, building level personnel should **not** assume that a testing status will be automatically assigned. Every effort should be made during available instructional days to collect and submit as much evidence as possible.

A testing status should only be assigned after a careful review of the issues and all supporting documentation as outlined in Table 8. Questions regarding the impact of testing status codes on Annual Yearly Progress (AYP) and accreditation calculations should be referred to: **RESULTSHELP@doe.virginia.gov**.

### 9.2 Procedures for Assigning Testing Status

- School-based personnel must complete a *Testing Status Assignment Request Form* (Appendix E). This form must be signed by the principal. In addition to the completed form, staff must also provide required supporting documentation:
  - ❖ Official Student Attendance Record
  - ❖ Current IEP or 504 Plan
  - ❖ Student Performance Report
  - ❖ Letter from School Official
  - ❖ Letter/Medical Reports
- The completed form and supporting documentation must be submitted to the DDOT for review.
- If the request is **approved** by the DDOT, the appropriate Testing Status Code (Table 8) should be assigned to the student's COE or CWC and entered in PEMSolutions. When a testing status is entered into the online system, the system will not allow performance scores to be entered for that student's assessment.
- If the testing status for a VAAP or VGLA COE is **not approved** by the DDOT, the COE should be scored during local scoring events. If the VSEP CWC is not approved for a testing status, it should be forwarded to Pearson for scoring by the published due date.
- All paperwork and documentation regarding this process should be maintained by the DDOT until final scores have been received and verified. This documentation is subject to audits conducted by the Virginia Department of Education.

**Table 8. Virginia Alternative/Alternate Assessments Testing Status Guidelines**

TESTING STATUS	DESCRIPTION	SUPPORTING DOCUMENTATION REQUIRED*
<b>1 = Absent</b>	Assigned when extended absences are equal to or more than 50% of instructional days and the ability of the student/teacher to collect appropriate evidence has been negatively impacted.	COE or CWC <u>and</u> official school attendance record documenting student absences.
<b>2 = Exempt by IEP or 504 Management Plan</b>	Assigned in VGLA when a student is exempt from participating in the content areas of Writing, History/Social Science, and/or Science <sup>1</sup> . Assigned in VAAP when a student is exempt from participating in the content area of History/Social Science.	Copy of current IEP or 504 Management Plan documenting exemptions.
<b>4 = Medical Emergency</b>	Assigned when a student has been absent from school equal to or more than 50% of instructional days because of medical issues and returns to school without having collected appropriate evidence. This is NOT to include a hospital or homebound stay when educational services are continued based on IEP/504 services.	Letter or medical report documenting the nature and extent of the medical issue. <u>and</u> official school attendance report documenting student absences.
<b>5 = Refusal</b>	Assigned when the parent refuses to have the student participate or when a student refuses to participate in the assessment. It should be noted that a refusal to participate in the assessment will result in a score of "0" being assigned to the student's test record. This score will be included when determining the school's accreditation and the Adequate Yearly Progress rating. Parents should be made aware of the ramifications of non-participation.	Letter from school official documenting the refusal <u>or</u> IEP or 504 Plan documenting the refusal.
<b>6 = Other – VDOE Approval</b>	Complete Code 6 only as directed by VDOE.	Documentation to be determined. It may include submitting an irregularity to VDOE.
<b>8 = Other – VDOE Approval</b>	Assigned when a student is not enrolled for an adequate period of time in order to collect evidence. This code is appropriate for out-of-state transfer students enrolled in the school division who have missed 50% of the instructional days in a Virginia school or educational facility.	School enrollment information documenting student's out-of-state transfer status <u>and</u> official school attendance record.
<b>9 = Student Already Passed Test</b>	Assigned when a student has already passed the test/assessment during a previous administration.	Student performance report documenting that the student passed the test/assessment in a previous administration.
<b>10 = Substitute Test Taken</b>	Not used in the Alternative/Alternate Assessment Administrations.	
<b>11 = LEP Exempt Reading</b>	Assigned when a limited English proficient student in VGLA reading for grades 3 through 8 is eligible for and exercises the one-time exemption that is allowable for recently arrived** students.	School enrollment information documenting student's date of enrollment in a U.S. School(s) <u>and</u> official school attendance record.
<b>15 = Inappropriate Assistance</b>	Assigned when the school division determines that inappropriate assistance was provided and the student evidence was not completed in the presence of school staff or independently by the student.	Letter from school official summarizing the nature and extent of the inappropriate assistance submitted to VDOE.

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\*Supporting documentation is to be maintained on file in the division unless otherwise noted.

\*\*An LEP student in Virginia is considered to be "recently arrived" if he or she has attended schools in the United States for less than 12 months. This guideline also applies to students arriving from Puerto Rico.

<sup>1</sup> Under the requirements of No Child Left Behind (NCLB), states must assess science at least once at the elementary level, once at the middle level, and once at the high school level.

## 10. PREPARATION OF STUDENTS' WORK FOR SHIPPING

### **VGLA and VAAP Collections of Evidence (COE)**

The DDOT is responsible for shipping the selected VGLA and/or VAAP Audit Institute collections of evidence to Pearson. Audited COE will be selected during scoring. The DDOT will be notified in writing of the selected collections and the audit date.

### **VSEP Course Work Compilations (CWC)**

The DDOT is responsible for shipping the students' VSEP CWCs to Pearson for scoring. These materials are to be shipped to Pearson NOT LATER THAN January 9, 2009, for fall VSEP term graduates and NOT LATER THAN May 22, 2009, for Grades 9-12 VSEP CWCs.

#### **10.1 Receive VGLA/VAAP/VSEP Return Shipping Materials**

Pearson will provide the following materials:

- Return Materials Cover Memorandum
- Return Shipping Instructions
- Pre-Identification (ID) Student Labels (to be placed on the spine of each binder and each piece of media that is not paper, such as DVD or cassette)
- Material Return Labels (Orange Labels for VGLA Audit Materials, Yellow Labels for VAAP Audit Materials, and Aqua labels for VSEP Materials)
- Pre-Printed FedEx Shipping Labels
- Return Boxes (new)

#### **10.2 Prepare Collections of Evidence/Course Work Compilations**

The following is recommended:

- Use a three-inch binder to compile and organize the student's evidence.
- Secure media and extraneous materials in the binder and clearly label each piece of evidence.

##### **10.2.1 Use Pre-ID Student Labels**

Each student is provided a sheet of 16 Pre-ID labels. Use the Pre-ID labels as follows:

- Place one label on the outside spine of the binder
- Place a label on each piece of non-paper media
- In the event that you do not have a sufficient number of pre-printed Pre-ID student labels, make sure that each piece of evidence is clearly labeled with the students' name, date of birth, and the State Testing Identifier (STI).
- Confirm that the correct label has been affixed to the student's materials.
- To order additional Pre-ID labels, contact the Pearson Support Center.

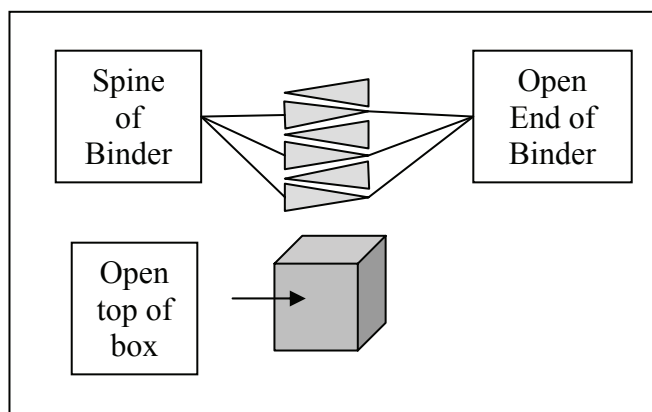
## 10.2.2 Package Collections of Evidence /Course Work Compilations for Shipping

Use the (new) boxes provided by Pearson to ship the Collections of Evidence for the VGLA Audit Institute or VSEP Course Work Compilations for scoring. It is important that you use these designated boxes for the safe transportation of test materials. If you must use alternate boxes, be sure they are an appropriate size, shape, and durability to ensure safe transit of these secure test materials.

Locate the *Material Return Labels* and *FedEx* shipping labels provided by Pearson and place one of each on the boxes. If you need additional shipping materials, contact the Pearson Support Center.

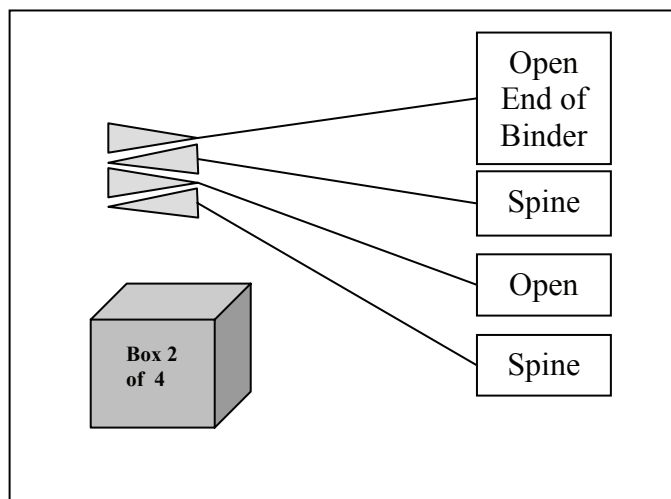
To pack 12-inch boxes: Place all binders upright in the box (box on its side) with the spines alternating until the box is full. This procedure will assist in distributing binders evenly within the box (see Packing Diagram for 12-inch boxes).

**Packing Diagram for 12-inch boxes**



To pack 6-inch boxes: Place all binders upright in the box (box on its side) with the spines alternating until the box is full. This procedure will assist in distributing binders evenly within the box (see Packing Diagram for 6-inch boxes).

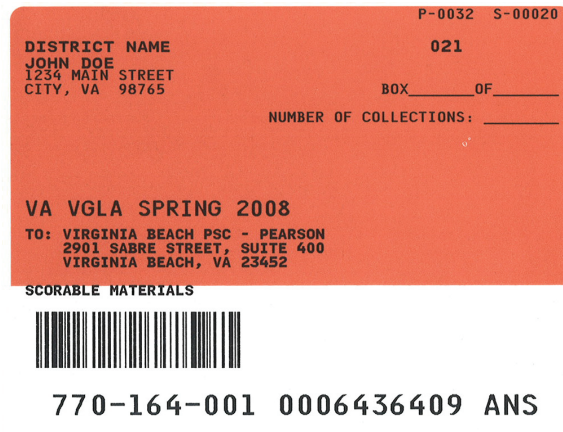
**Packing Diagram for 6-inch boxes**



Complete the *Material Return Labels* and affix one to the outside of each box of VGLA or VAAP Collections of Evidence, or VSEP Course Work Compilations that you are returning to Pearson. In the “Number of Collections” field on the label, write the total number of collections that you are returning in a box. For example:

- If Box 1 contains **4** collections, write **4** on the available line.
- If Box 2 contains **2** collections, write **2** on the available line.

### Sample Material Return Label



A sample material return label with a red header and white body. The header contains the text: P-0032 S-00020, DISTRICT NAME, JOHN DOE, 1234 MAIN STREET, CITY, VA 98765, 021, BOX \_\_\_\_ OF \_\_\_\_, and NUMBER OF COLLECTIONS: \_\_\_\_.

VA VGLA SPRING 2008  
 TO: VIRGINIA BEACH PSC - PEARSON  
 2901 SABRE STREET, SUITE 400  
 VIRGINIA BEACH, VA 23452

SCORABLE MATERIALS

770-164-001 0006436409 ANS

On the appropriate *Material Return Labels* for VGLA, VAAP, or VSEP, in the field, “Box \_\_\_\_ of \_\_\_\_,” write the number sequence on the first line and the total number of boxes that you are returning on the second line. For example:

- Box 1 of 3
- Box 2 of 3
- Box 3 of 3

Affix the appropriate colored *Material Return Label* to each box. Seal the boxes securely with packing tape. Place the boxes in a secure location until pick-up.

### 10.3 Arrange Return Materials Pick-up

- Your return material shipment contains pre-printed return FedEx shipping labels. Remove its backing and affix one label on each box. Do not alter these shipping labels. FedEx will not accept packages with altered labels. If additional labels are needed, contact the Pearson Support Center.
- Do not photocopy the shipping labels.
- Have your materials ready for pick-up by the announced due date. Call FedEx 24 hours in advance and arrange for a pick-up date and time that works best for you. Fed Ex WILL NOT make a pick-up the same day the call is made.
- Have the following information available for the FedEx representative:
  - physical location where the packages are location
  - number of boxes being shipped; and
  - account number which is positioned at the bottom of the label below the barcode.
- Once the pick-up is confirmed, you will receive a confirmation number that can be referenced, if needed, when calling in with questions or changes.

You may contact the Pearson Support Center with any questions concerning the return shipping instructions.



## 11. VGLA AND VAAP LOCAL SCORING GUIDE

The students' collections of evidence for the Virginia Grade Level Alternative (VGLA) and the Virginia Alternate Assessment Program (VAAP) are scored locally in scoring events sponsored and supervised at the division level. To ensure that local scoring events adhere to standardized security procedures and practices, a scoring event coordinator is assigned to coordinate and supervise the process. The scoring event coordinator is selected at the discretion of the school administration, but the duties are often managed by the DDOT, Director of Special Education, or another designee. The purpose of this section is to provide information and guidance to local scoring event coordinators regarding important activities that occur before, during, and after the local scoring events.

### 11.1 Before the Local Scoring Event

Prior to the local scoring event, the Scoring Event Coordinator is responsible for the organization of logistics, selection of scorers, coordination of training, and preparation of supplies and equipment.

#### 11.1.1 Choose scoring event location

- Make arrangements for appropriate physical conditions for conducting the scoring event. The scoring room should be quiet, well lighted, and well ventilated. The location should be spacious so that there will be sufficient work space for scorers, secure storage of the collections of evidence, as well as ample space for entry of scores into the online system.
- Scorers should have enough work surface for the collection of evidence, supplies, resource materials, and devices needed for scoring.
- It may be helpful to post a sign on the door(s), "SCORING IN PROGRESS: DO NOT DISTURB."

#### 11.1.2 Determine scoring event timeframe

- Carefully consider and plan for the timeframe in which scoring will occur and the length of the scoring day.
- To determine the timeframe or how long it will take to score collections of evidence, obtain an accurate count of the number of collections of evidence for the VGLA and for the VAAP.
- Estimate the amount of time required to complete the scoring process using the following information.

Collection of Evidence	Approximate Scoring Time
VAAP	30-40 Minutes
VGLA	50-60 Minutes

- In considering the scoring timeframe, be mindful of the score entry due dates listed below and the approximate time needed to score a collection of evidence for the VGLA and the VAAP.
- Entry of VAAP scores into the Web-based system must be completed by May 22, 2009.
- Entry of VGLA scores into the Web-based system may occur in two waves with 50% completed by May 29, 2009, and the remaining 50% completed by June 19, 2009.

#### 11.1.3 Select scorers

The Scoring Event Coordinator has the important responsibility of selecting scorers.

- The Scoring Event Coordinator can estimate the number of scorers that will be needed by identifying the number of collections to be scored, multiplying the number by the time needed to score a collection, and determining the number of days set aside for scoring.
- School divisions may use individual scorers or scoring teams to score VGLA or VAAP collections of evidence.
- If a single scorer is used, the scorer must have content knowledge in the area of the collection being scored and special education experience.



- If a scoring team is used, at least one team member must have content knowledge in the area of the collection being scored and at least one team member must have special education experience.
- All scorers are expected to participate in local training, including those who have experience from previous VGLA or VAAP scoring events.
- A scorer is NOT allowed to score any collection of evidence for which he/she has had involvement in the development of the collection or in the training of the teacher preparing the collection.

#### **11.1.4 Train scoring staff**

The Virginia Department of Education provides train-the-trainer sessions for local school division staff that are expected to replicate the training for local scorers and score entry staff. The Scoring Event Coordinator is responsible for coordinating or conducting the training for scorers.

##### **11.1.4.1 Training scorers**

- The local training should include a thorough review of the scoring tools: scoring rubric, scoring rubric addendum, scoring rules, and the anchor sets. For detailed information refer to the power point presentations on the CDs provided by Pearson to local directors of testing.
- The scoring rubric and scoring rubric addendum are located in Tables 1 and 2 for VGLA and Tables 6 and 7 for VAAP. The VGLA scoring rules are located in Section 6.8.3.3 and the VAAP scoring rules are located in Section 8.8.4.
- An anchor set is a collection of pre-scored, purposefully selected student materials that exemplify each rubric score point. Subject-specific “anchor sets” help to illustrate the key concepts described in the rubric. Anchor papers are reviewed by committees of Virginia educators and approved by the Virginia Department of Education.
- Scorers must have ample time during the local training session to apply their scoring knowledge and to discuss scores using the Practice Sets provided. The more practice that scorers receive the greater their confidence will be in the scoring event. For this reason, two Practice Sets are provided for the VGLA scorers and two practice sets are provided for VAAP scorers. In addition to the Practice sets, school divisions are also provided two Qualifying Sets.
- Qualifying Sets may be used as additional practice materials or they may be used to evaluate the scorer’s application of scoring rules and procedures. Although the qualification of scorers is not required, it is strongly encouraged.

**11.1.4.2 Scorer training topics**

Address the training topics listed below as related to either VGLA or VAAP Scoring Event.

<b>TRAINING TOPICS FOR LOCAL SCORERS</b>	
<ul style="list-style-type: none"><li>• Overview of Local Scoring Process</li></ul>	
<ul style="list-style-type: none"><li>• Roles and Responsibilities for Scoring Staff (Scoring Event Coordinator, Scorers, Scoring Team Leader, if applicable, Score Entry / Score Validation Staff, Division Director of Testing (DDOT), etc.)</li></ul>	
<ul style="list-style-type: none"><li>• Security Guidelines: User Roles</li></ul>	
<ul style="list-style-type: none"><li>• Non-Disclosure/Conflict of Interest Agreement for Scoring Events</li></ul>	
<ul style="list-style-type: none"><li>• Check-out/Check-in Procedures for Collections of Evidence</li></ul>	
<ul style="list-style-type: none"><li>• Components of the Collection of Evidence</li></ul>	
<ul style="list-style-type: none"><li>• Types of Evidence</li></ul>	
<ul style="list-style-type: none"><li>• Maintenance of Collections of Evidence During the Scoring Event</li></ul>	
<ul style="list-style-type: none"><li>• How to Use the Scoring Tools: Scoring Rubric, Scoring Rubric Addendum, Scoring Rules, Anchor Set, Practice Set, Qualifying Set (Guided Practice)</li></ul>	
<ul style="list-style-type: none"><li>• Ensure fairness and equity in the scoring process</li></ul>	
<ul style="list-style-type: none"><li>• Online Scoring System</li></ul>	
<ul style="list-style-type: none"><li>• Student Data</li></ul>	
<ul style="list-style-type: none"><li>• Manage Scores</li></ul>	
<ul style="list-style-type: none"><li>• Entering Test Accommodations</li></ul>	
<ul style="list-style-type: none"><li>• Assigning Testing Status</li></ul>	
<ul style="list-style-type: none"><li>• Audit Process</li></ul>	
<ul style="list-style-type: none"><li>• Score Correction Process</li></ul>	
<ul style="list-style-type: none"><li>• Reports</li></ul>	

### 11.1.5 Assemble scoring materials

The Scoring Event Coordinator should be prepared to provide the following list of materials and equipment for the scoring event. This list is not intended to be exhaustive as other materials and equipment may be needed.

SCORING MATERIALS	
•	Copies of the Scoring Rubric, Scoring Rubric Addendum, Scoring Rules, and Training Sets (Anchor Sets and Practice Sets) for each scorer
•	VGLA or VAAP Worksheets
•	Non-Disclosure/Conflict of Interest Agreement for Scoring Events
•	General office supplies such as pen, pencils, tape, paper clips, stapler, etc.
•	Calculators
•	TV/ Video players
•	Computers with DVD players
•	Any other equipment needed to review student evidence
•	The SOL Curriculum Frameworks (English, Mathematics, Science, and History/Social Science) for the VGLA and the ASOLs Curriculum Framework for the VAAP. (These documents should only be used as reference tools.)
•	Computer with access to the Internet for online score entry

## 11.2 During the Local Scoring Event

The Scoring Event Coordinator should be on-site during the scoring process to ensure that the collections of evidence are maintained secure and scoring is conducted according to guidelines.

### 11.2.1 Distribute scoring materials

The Scoring Event Coordinator or designee will provide the scorers all materials needed to score the collections of evidence as outlined in Section 11.1.5 of this manual. The score entry staff will need a computer with Internet connections and supplies necessary for entering scores into the online system.

### 11.2.2 Check-out collections of evidence to scorers

The Scoring Event Coordinator should establish procedures for checking-out the collections of evidence to scorers/scoring teams. Ensure the security and accountability of all scoring materials from the time of receipt until the process is completed. Refer to the *VGLA/VAAP Collection of Evidence Master List Form* and the *VGLA/VAAP Collection of Evidence Transmittal Form* (Appendix F).

#### 11.2.2.1 Collect signed Non-Disclosure/Conflict of Interest Agreements

- All scoring staff that will have access to the students' collections of evidence should read and sign a *Virginia Alternative and Alternative Assessment Non-Disclosure/Conflict of Interest Agreement for Scoring Events* (Appendix F) before they are distributed the students' collections of evidence. This agreement requires that persons participating in the scoring events who are responsible for reviewing, scoring, or handling the collections of evidence or related confidential student education records must comply with the Family Educational Rights and Privacy Act (FERPA).
- Scoring staff may not discuss specific student education records, collections of evidence, ratings, proficiency levels, or scoring issues outside of the scoring team deliberations. This prohibition does not apply to general discussions of the scoring process for professional development or training purposes.

- A scorer must not use her/his membership on the VGLA and/or VAAP scoring team to influence the selection of student materials for the collection of evidence. If a scorer has provided training or technical guidance to the student and/or teacher in submitting or reviewing a particular collection of evidence, he/she may not score that particular collection of evidence.
- Obtain a signed agreement from all scoring staff. Do not use file photocopies from previous scoring events.
- Maintain the signed agreements on file as instructed by the Division Director of Testing.

#### **11.2.2.2 Verify components of the collection of evidence**

The Scoring Event Coordinator may provide a *VGLA/VAAP Collection of Evidence Transmittal Form* (Appendix F) to check-out and check-in the collection of evidence to the scoring staff.

Upon receipt of the VGLA or VAAP collections of evidence, the scorers must check to make sure the following components are provided:

##### **VGLA**

- An *Affidavit of Student Performance* that is signed and ensures the student's sole ownership/authorship;
- Evidence that demonstrates individual achievement on all SOL addressed in the test blueprint for a specific grade level and content area; and
- Any locally required documentation.

##### **VAAP**

- An *Affidavit of Student Performance* that is signed and ensures the student's sole ownership/authorship;
- Evidence that demonstrates individual achievement on ASOLs for a specific grade level and content area;
- VAAP Content Area Cover Sheets (one for each content area); and
- Any locally required documentation.

**Scorers should inspect evidence to ensure that each sample of work has the following:**

- completed SEI Tag;
- a Pre-ID label on each piece of non-paper media;
- captions for all photographs, as appropriate; and
- a grade or statement of accuracy, as appropriate.

#### **11.2.3 Implement scoring quality control activities**

The Scoring Event Coordinator should consider incorporating quality control activities throughout the scoring event to ensure that scorers evaluate the collections of evidence according to the scoring tools: scoring rubric, rubric addendum, (VGLA see Tables 1 and 3; VAAP see Tables 6 and 7) and scoring rules (VGLA in Section 6.8.3.3; VAAP in Section 8.8.4). The activities suggested below may help to prevent scorers from drifting away from the scoring standards established by the scoring tools. These activities are especially important if the scoring event spans multiple days or multiple sessions.

- Review the scoring rubric, scoring rubric addendum, and scoring rules at the beginning of each scoring session. Although scorers have been trained, a brief review of these vital tools will keep critical scoring concepts clear in their minds.
- Conduct a group scoring activity using papers from the Qualifying Set. Ask all scorers to score a couple of papers from one of the Qualifying Sets provided on the CD. Each scorer should submit their scores. Discuss the annotation and the scoring points awarded after scorers have turned in their scores. Review the submitted scores to quickly assess whether or not scorers are staying on track and appropriately applying the scoring tools. If a scorer is not scoring accurately, additional practice may be needed before scoring resumes.
- Conduct a brief review of specific scoring rules from time to time. Particular emphasis may need to be placed on any scoring rule that has been an issue and noted in division monitoring or pre-scoring activities or during the scoring process.

**11.2.4 Monitor violation of scoring rules**

Scorers will often need directions and guidance from the Scoring Event Coordinator if it appears that specific samples of evidence violate scoring rules. Scorers should always be directed to consult with the Scoring Event Coordinator for technical assistance when questionable samples of evidence are encountered.

**11.2.5 Check for technical errors**

Evidence that should be brought to the attention of the Scoring Event Coordinator may include:

- Ungraded student work
- Student work with mislabeled or incomplete SEI (Student Evidence Identification) Tags
- Student work copied from sources such as blackboards, texts, and computers or copied from directions or examples on worksheets.
- Student work completed as a homework assignment, take-home tests or open-book tests.
- Student work that raises questions regarding whether the work is that of the individual student.

In the following sections, guidance is provided for handling technical errors.

**11.2.5.1 Ungraded work**

- Ungraded work is considered a technical error and may be corrected by the Scoring Event Coordinator or designee during the scoring event. However, the scorer who is scoring the evidence should never be allowed to grade or correct student work and should not place a grade or a mark of any kind on student evidence.
- When presented with ungraded work, the Scoring Event Coordinator has the option of correcting this technical error by grading the work or assigning the task to another individual within the division with the necessary content expertise.
- The individual designated to grade the work sample should mark correct and incorrect answers and assign an overall grade. Additionally, the Scoring Event Coordinator may note on the sample of work that this evidence was graded during the scoring event along with the date and the name of the individual that graded the student's work. (Appendix G, Ungraded Student Work, VGLA and VAAP examples)

**11.2.5.2 Mislabeled SEI Tags**

- A mislabeled or incomplete SEI Tag is considered a technical error and may be corrected by the Scoring Event Coordinator during the scoring event.
- A scorer may notice the evidence in the collection should be applied to an SOL or an ASOL and bullets that are different from those listed on the SEI Tag. In this case, the Scoring Event Coordinator has the option of correcting the SEI Tag or assigning this task to a designee. The designee assigned to this task should never be a scorer.
- The Scoring Event Coordinator or designee should correct or complete the SEI Tag, initial and date, and return the collection of evidence to the scorer for scoring. (Appendix G- Mislabeled SEI Tags VGLA and VAAP examples)

**11.2.5.3 Other technical errors**

Examples of other technical errors may be presented to the Scoring Event Coordinator that cannot be corrected during the scoring event. Evidence with the errors outlined below cannot be included in scoring. In such cases for which the only evidence presented for an SOL or an ASOL has been determined to be a technical error, the scorer must assign a score point of "0." It should be noted that hand-over-hand or full physical assistance is a technical error for the VAAP that cannot be corrected during the scoring event.

The following technical errors are illustrated for VGLA and VAAP work samples and are located in Appendix G:

- Evidence without SEI Tag or with a blank SEI Tag
- Uncaptioned photographs
- Evidence completed in a group in which an individual student's contribution is not clearly identified.
- Evidence copied from sources such as textbooks, worksheets, blackboards, computer, etc.

## 11.2.6 Score entry staff

### 11.2.6.1 Security: User accounts

The Division Director of Testing is responsible for assigning new "User Roles" to current users or add new users and assigns VAAP VGLA User Roles in PEMSolutions. The following chart summarizes the User Roles and a description of permissions associated with the security roles used during the VAAP and VGLA scoring process.

**Security: User Roles**

Description of Permissions Associated with the Role	USER ROLES			
	Division DOT	Division Alt Program DOT	Score Entry Staff	Score Validation Staff
• View, add, and edit groups	X	X		
• View, add, and edit students to groups	X	X		
• Access to the "Edit" and "Save" Buttons in the Manage Scores which allows the user to enter the scores or edit the entered scores	X	X	X	
• Access to the "Submit Scores for Validation" Button	X	X		X
• Access to Pre-ATP Published Reports	X			
• Access to Submitting ATP and Ordering Printed Reports	X			
• Access to Post-ATP Published Reports	X			

Key: ATP=Authorization to Proceed

### 11.2.6.2 Student registration

All students participating in the VAAP or VGLA must be registered in PEMSolutions for the *VAAP VGLA VSEP 2008-2009 Administration*, assigned to a Group, and assigned to a test or tests. Student registration may be accomplished by submitting a *Student Data Upload File* (SDU) or by manually registering students into PEMSolutions. When these steps are completed, a student is registered in the online system.

For the VAAP VGLA VSEP SDU template refer to:

[https://www.pearsonaccess.com/pearsonaccess/appmanager/va/home?\\_nfpb=true&\\_pageLabel=pa2\\_resource\\_templates\\_page](https://www.pearsonaccess.com/pearsonaccess/appmanager/va/home?_nfpb=true&_pageLabel=pa2_resource_templates_page)

For the VAAP VGLA VSEP SUD File Requirements refer to:

[https://www.pearsonaccess.com/pearsonaccess/appmanager/va/home?\\_nfpb=true&\\_pageLabel=pa2\\_resource\\_userdoc\\_page](https://www.pearsonaccess.com/pearsonaccess/appmanager/va/home?_nfpb=true&_pageLabel=pa2_resource_userdoc_page)

### 11.2.6.3 Score entry

Manage Scores allows school divisions to enter the locally assigned VAAP and VGLA scores. Using the VAAP or VGLA Worksheets completed by the scorers, the score entry staff will enter, save, and submit scores for validation in the online system. For more detailed information, refer to the training CD.

### 11.2.6.4 Score validation

After the scores have been entered, saved, and submitted for validation, the score validation staff will access the Manage Scores within PEMSolutions. The Manage Scores screen will allow the score validation staff to verify that the scores entered match the VAAP or VGLA Worksheets with the locally assigned scores. Upon validating the scores, the user will click the “Validate Scores” button. For more detailed information refer to the training CD.

### 11.2.6.5 Incorrect score entry

If the score validation staff determines that a score was incorrectly entered, she/he may note on the VAAP or VGLA Worksheet or as directed by the Scoring Event Coordinator. Only score entry staff is authorized to correct the issue. The score entry staff may make the correction by following the same steps used for entering scores.

## 11.2.7 Verify completion of scoring

As the scoring event progresses, the Scoring Event Coordinator must ensure that each submitted collection of evidence has been scored and entered into the online scoring system. This can be accomplished in a variety of ways which may include the following:

- Confirm that all tests are in “Completed” status in PEMSolutions.

On the Manage Scores screen, the Scoring Event Coordinator or designee may *select* the program button, *click* on Student Name, *click* on the Test Name, the *Scoring Process* field will display:

- 1) Not Scored (no scores have been entered);
- 2) Needs Validation (scores have been entered and saved, but not validated); or
- 3) Completed

- Develop a verification form that documents that a collection has successfully moved through the scoring and online score entry processes.

## 11.3 After the Scoring Event

### 11.3.1 Enter test accommodations

Entering test accommodations in PEMSolutions is optional except for a VGLA *Reading* test administered with a read-aloud or audio accommodation. The read-aloud accommodation provided for a VGLA *Reading* test must be coded as follows:

#### Coding of Read-Aloud/Audio Accommodations

TYPE	ACCOMMODATION	REQUIRED CODE
Standard	Read-aloud	code 14
Standard	Audio	code 15
Non-Standard	Read-aloud	code 14 and code B
Non-Standard	Audio	code 15 and code B

Additional information regarding the read-aloud is available in Informational Superintendent's Memorandum Number 235, dated October 27, 2006.

Note: Test alerts will not be generated for any accommodations entered in this administration.

### 11.3.2 Assign testing status

Although student evidence is collected throughout the school year, extenuating circumstances may result in VGLA or VAAP evidence being insufficient to score.

The Virginia Alternative/Alternate Assessments Testing Status Guidelines (Table 8) are used to document circumstances explaining the submission of incomplete evidence or no evidence from students participating in the VGLA or VAAP. These situations may include, but are not limited to, extended student illness, excessive student absences, and out-of-state transfers. Other issues, such as parent or student refusals, IEP or 504 plan exemptions, may result in a collection of evidence not being submitted.

In cases of extended student absences, medical issues, and out-of-state transfers, school-level staff should not assume that a testing status will be automatically assigned. Every effort should be made during available instructional days to collect and submit as much evidence as possible. A testing status should only be assigned after careful review of the issue and all supporting documentation as outlined in this manual. The DDOT or designee must complete "Testing Status" codes in PEMSolutions for eligible students.

### 11.3.3 Account for incomplete collections of evidence

On occasions, the Scoring Event Coordinator may receive incomplete collections of evidence or cases in which a collection has not been submitted due to excessive student absences, medical issues, late transfers or extenuating circumstances beyond the control of the school division. These cases should be immediately brought to the attention of the DDOT who may be able to assign a testing status code to the collection if sufficient supporting documentation is available.

### 11.3.4 Conduct rechecks

After the Scoring Event, the Scoring Event Coordinator should conduct a thorough recheck to ensure that each collection of evidence submitted has been scored and entered into the online system. This process will require extra time and effort on the part of the Scoring Event Coordinator, but it will help to ensure that a collection of evidence or a box of collections is not inadvertently overlooked.



**11.3.5 Prepare collections of evidence for audit**

Audit rosters that will be faxed to the DDOT from Pearson will identify randomly selected collections of evidence for VGLA and VAAP audits. In addition to sending the audit roster, Pearson will send Pre-ID labels and shipping materials to each division for the audited collections. The Scoring Event Coordinator will receive an audit roster or list during the scoring process and close to the end of the scoring window. The rosters will include the student's name, STI number, and the content area needed.

**11.3.6 Complete scorer questionnaire**

After scorers have completed the task of scoring, they will likely have insights regarding professional development needs for teachers working on evidence-based assessments and suggestions for improving VGLA/VAAP implementation and the scoring process. A post-scoring questionnaire for scorers is provided in Appendix F. Feedback from scorers may provide helpful information in the design of future professional development sessions and technical assistance activities for staff.

## 12. REQUEST FOR VGLA AND VAAP SCORE CORRECTION

### 12.1 Purpose of Score Correction

The purpose of the correction process is to provide an opportunity for divisions to correct errors in score entry **after the VGLA and VAAP score entry window has closed**. VAAP and VGLA collections are not eligible for rescore, but divisions can request that scores entered incorrectly (that are different from the scores on the *VGLA/VAAP Scoring Worksheet*) be corrected. The *VGLA/VAAP Scoring Worksheets* are located at:

**[www.doe.virginia.gov/VDOE/Assessment/VGLAWorksheets/indexvgla.htm](http://www.doe.virginia.gov/VDOE/Assessment/VGLAWorksheets/indexvgla.htm)**

Before the VAAP and VGLA score entry window closes, the scores can be corrected by creating a new test assignment, entering and validating correct scores, and requesting that Virginia Department of Education set the *Do Not Report* flag for the test with incorrect scores. Refer to Section 15 of this manual for details on requesting authorization not to report scores.

### 12.2 Procedures for Requesting a Score Correction

Score corrections can be initiated by the DDOT. The DDOT initiating the request must complete a *Request for Score Correction* form (Appendix D) and provide a copy of the *VGLA* or *VAAP Scoring Worksheets* along with a copy of the *Student Performance Report*.

- All requests for score correction must be reviewed and approved by the school division before being submitted to Pearson. Scores from the worksheet and the Student Performance Report should be compared by two separate reviewers. **A copy of the *VAAP* or *VGLA Worksheet* and a copy of the *Student Performance Report* must accompany the *Request for Score Correction* form.**
- The school division may choose to accept or deny any request for score correction. A request that is denied by the school division should not be forwarded to Pearson but should be kept on file by the DDOT with the accompanying documentation.
- The DDOT must complete a *Request for Score Correction* form (Appendix D) for an accepted request for score correction. A copy of the completed form, the *VAAP* or *VGLA Scoring Worksheet* and a copy of the *Student Performance Report* should be faxed directly to Pearson. The request must be received by September 4, 2009. The student's new score will be reflected in the regularly scheduled posting of reports within PEMSolutions.

### 13. REQUEST FOR VSEP APPEAL

#### 13.1 Purpose of the Appeal Process

The primary purpose of the appeal process is to provide an additional step to ensure that the score assigned to the student's VSEP CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC be appealed if the student received a failing score **AND** there is evidence that the CWC should have received a higher score. Evidence of this requires that at least two division staff members who are familiar with the VSEP scoring rubric review the CWC and agree that it should have received a higher score.

#### 13.2 Procedures for Requesting VSEP CWC Rescore

To request the rescore of a VSEP CWC, follow these guidelines:

- Request to rescore a student's CWC may be initiated by parents or by school personnel.
- Requests for rescore should be considered only if there is substantial evidence that the CWC should have received a higher score. Division staff familiar with the rubric used to score this assessment must review the CWC. All requests for rescore must be reviewed and approved by the school division before being submitted to Pearson. Requests to rescore such collections should be approved by the school division only if the reviewers agree that the CWC should have received a higher score according to the rubric.
- The school division may choose to accept or deny any request for rescore. A rescore request that is denied by the school division should not be forwarded to Pearson but should be kept on file by the DDOT.
- If the school division accepts a request for rescore, the DDOT must notify Pearson by e-mail of the intent to submit a CWC for rescore. Pearson will send an e-mail listing information to be included by the DDOT in this notification.
- The DDOT must also complete a *2008-2009 Request to Appeal Course Work Compilation* Form (Appendix B) and ship it, the student's CWC (including non-paper media), and a copy of the *Student Performance Report* to Pearson. Requests for Fall 2008 VSEP appeals must be received by March 13, 2009. Requests for Spring 2009 VSEP appeals must be received by June 15-30, 2009 (first window) and August 13-28, 2009 (second window). Pearson will provide mailing labels to the DDOT to ship these CWCs once they have received an e-mail notice of intent to submit a request to rescore a student's CWC.
- Pearson will provide results of the rescoring. If rescoring results in the student achieving a passing score, the student's new score will be reflected in the regularly scheduled posting of reports within PEMSolutions. If the student's proficiency level does not change, the results of the rescore will be communicated to the school division through a faxed memorandum.

## **14. VSEP RESUBMISSION**

The purpose of the VSEP resubmission is to allow a student who failed an initial course evaluation submission to retake/resubmit another VSEP CWC, based on current SOL policies regarding retakes. Students are required to resubmit the entire CWC and to include additional evidence for standards where the scores were not successful.

The VSEP resubmission should include the following information:

- On the *Intent to Submit a Substitute Evaluation Form*, Section IV, Justification Statement, indicate that this compilation is a RESUBMISSION and identify the content area. Provide an overview of the SOL for which additional evidence is being submitted.
- The *Evaluation Plan Submission Form* should address the SOL that received failing or low scores in the original submission.
- In addition to evidence submitted in the original submission, the student must submit evidence that address those standards that received low or failing scores.

VSEP resubmissions are submitted to Pearson for scoring. Only VSEP resubmissions for term graduates are eligible to be scored in January 2009. All other VSEP resubmissions are scored at the end of the school year in June 2009.

## 15. AUTHORIZATION NOT TO REPORT SCORES FOR THE ALTERNATIVE/ALTERNATE ASSESSMENTS

### 15.1 Authorization Not to Report

After VGLA, VSEP, and VAAP scores are entered, validated, and submitted into PEMSolution, scores cannot be edited or deleted. In the event that scores need to be edited or deleted, this process is referred to as *Do Not Report*. The procedures outlined below should be followed to initiate and complete this process.

### 15.2 Procedures for Do Not Report

- Scores that need to be edited or deleted should be brought to the attention of the DDOT.
- The DDOT must complete a *Do Not Report Request Form* (Appendix E), including the rationale and supporting documentation.
- The completed form and supporting documentation should be faxed to the Virginia Department of Education, Division of Student Assessment and School Improvement at (804) 371-8978 for consideration.



# APPENDIX A

## Virginia Grade Level Alternative







**APPENDIX A**  
**Virginia Grade Level Alternative**

<b>Frequently Asked Questions by Teachers</b>
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**Q1. What kind of student would take the VGLA?**

The VGLA is an appropriate assessment for students with disabilities. The typical student with disabilities who is eligible for the VGLA has a current IEP and needs accommodations that fall outside those allowed for the general administration of the paper and pencil or online formats of the Standards of Learning (SOL) test. Students with limited English proficiency who are eligible for the VGLA reading must be classified at level 1 or level 2 of English language proficiency.

**Q2. In which grade-level and content areas can the VGLA be used as an alternative to the SOL assessments?**

The VGLA is available for students with disabilities and limited English proficient (LEP) students in grades 3-8. It is available for students with disabilities in the content areas of reading, mathematics, science, history/social science, and writing. It is available for eligible students with limited English proficiency in the content area of reading only.

**Q3. Can materials that are below grade level be used as evidence in the VGLA collection of evidence?**

As a grade-level alternative to the SOL assessment, the VGLA requires materials to be appropriate to the grade level of the student's enrollment. If materials are submitted that are clearly below grade level, the evidence cannot receive the highest score point.

**Q4. Can students use accommodations on VGLA evidence?**

Yes. A student may submit evidence using accommodations as specified within the student's current IEP, 504 plan or LEP Student Assessment Participation Plan. It should be noted, however, that students with disabilities should only use the read-aloud or audio accommodation on the reading test if they have been determined eligible for the accommodation by the local school division.

**Q5. Collecting samples of work for students submitting a VGLA takes a great deal of effort. Why do teachers have to prepare collections of evidence of student's work for this assessment?**

Collecting work samples and student products are a routine part of the ongoing instructional process. Although additional work is required to organize the collection of evidence and to prepare it for submission, the VGLA provides students with disabilities a method of demonstrating their knowledge of SOL content through non-traditional means. Given the broad range of methods available by students participating in the VGLA, a collection of evidence is the most flexible and efficient method for examining student performance.

**Q6. Can the VGLA Collection of Evidence be reviewed by parents and other school personnel?**

Yes. The Collection of Evidence is available for review and feedback by the student, parents, and other school personnel as needed.

Virginia Grade Level Alternative

Frequently Asked Questions by Teachers

**Q7. How is the VGLA scored?**

The VGLA is submitted to the school division and scored by locally maintained scorers or scoring teams. Scorers will receive training on the process of applying the scoring rubric to submitted evidence, use of the online scoring system, and other information pertinent to scoring the VGLA. The VGLA rubric, rubric addendum, and scoring rules are available in Section 6.8 of this manual.

**Q8. Why is my local school division scoring the VGLA and what is the online system?**

Scoring VGLA entries is the joint responsibility of the local school division, the testing contractor, and the Virginia Department of Education. Local scorers or scoring teams are responsible for examining evidence and rating performance. The testing contractor and the Virginia Department of Education, via an online scoring system, will calculate proficiency and provide online reports.

The scoring process will involve scorers or scoring teams examining submitted evidence for specific content area standards and applying a scoring rubric, rubric addendum, and scoring rules in order to assign a value to the evidence presented in a holistic manner. Once all evidence submitted for a specific VGLA entry has been scored, scorers or scoring teams will enter their ratings of student performance in the online scoring system. The online scoring system will then generate a final score and proficiency level.

**Q9. What is a VGLA audit?**

After the submission window for VGLA entries, the testing contractor will randomly select submitted entries for audit. The purpose of the VGLA audit is to ensure that scorers or scoring teams are correctly applying the scoring rubric to submitted evidence.

**Q10. How will I know if my school or student has been selected for an audit of his or her VGLA?**

The Division Director of Testing will be notified in writing that a student (or students) within the division has been selected for VGLA audit(s). Audited entries will be generated at random for all submitted entries for a given administration.

**Appendix A, continued**

**Virginia Grade Level Alternative**

**2008- 2009 Participation Criteria for Students with Disabilities Form**

**DIRECTIONS:** To qualify for the Virginia Grade Level Alternative (VGLA) assessment, a student's IEP team/504 committee must determine that a student is eligible based on answering the three questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VGLA for that content area.

**Student Information**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_

Current Grade of Enrollment: \_\_\_\_\_ Diploma Program(s): \_\_\_\_\_

Submission Subject/Course: \_\_\_\_\_

**School Division Information**

School Division Name: \_\_\_\_\_ Division Number: \_\_\_\_\_

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

Course Content Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Virginia Grade Level Alternative Participation Criteria**

**1) Does the student have a current IEP/504 Plan (or is one that is being developed)?**

☐ Yes ☐ No

**2) Does the student demonstrate his/her individual achievement of Standards of Learning content by means other than multiple-choice formats?**

☐ Yes ☐ No

**3) As a result of a disability, is the student unable to demonstrate his/her individual achievement on the Standards of Learning test for the assigned course and grade level using available accommodations and/or formats?**

☐ Yes ☐ No

**Signed:**

\_\_\_\_\_  
Course Content Teacher Date \_\_\_\_\_

\_\_\_\_\_  
Special Education Teacher Date \_\_\_\_\_

\_\_\_\_\_  
Parent Date \_\_\_\_\_

\_\_\_\_\_  
Building Administrator or Designee Date \_\_\_\_\_

\_\_\_\_\_  
Other Date \_\_\_\_\_

\_\_\_\_\_  
Other Date \_\_\_\_\_

**Appendix A, continued**

**Virginia Grade Level Alternative**

**2008–2009 LEP Student Assessment Participation Plan for Reading**

**Student Information**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_ Current Grade of Enrollment: \_\_\_\_\_

**School Division Information**

School Division Name: \_\_\_\_\_ Division Number: \_\_\_\_\_

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

Reading Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Option Selected</b> <ul style="list-style-type: none"> <li>Mark an <b>X</b> if the option is not appropriate for the student.</li> <li>Mark a <b>check</b> if this option is appropriate for this student.</li> </ul>	<b>VGLA Reading Participation Option</b>	<b>Reason</b>
	Only a student with a disability who is also LEP and classified as level 1 or level 2 of English language proficiency may participate in the Virginia Grade Level Alternative (VGLA) reading assessment <b>with</b> the read-aloud accommodation.	This student is classified at level 1 or level 2 of English Language Proficiency. This student has a visual impairment, which may include blindness, or a specific disability that severely limits or prevents him/her from decoding text at any level of difficulty, as determined by a diagnostic tool(s) or instrument(s) administered by a qualified professional.
	Participation in the VGLA reading assessment with <b>no</b> accommodations.	This student does not require accommodations or alternative formats to demonstrate knowledge/skills on the VGLA reading assessment.
	Student is exempt from taking the reading test.	This student has attended school in the United States for less than twelve months. This guideline also applies to students arriving from Puerto Rico.

**LEP Team Members' Signatures**

\_\_\_\_\_  
Course Content Teacher

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
ESL Teacher/Title III Coordinator

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Parent **Parent Informed of LEP Team Decision (if not a member)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Building Administrator or Designee

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Other

\_\_\_\_\_  
**Date**

**Appendix A, continued**

**Virginia Grade Level Alternative**

**2008- 2009 Affidavit of Student Performance**

**Student Information**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

School Division: \_\_\_\_\_ Division Number: \_\_\_\_\_

Content Area(s): \_\_\_\_\_

**Affidavit of Student Performance**

I, the undersigned, do attest that all work contained in this Collection of Evidence was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her IEP or 504 Plan and in the presence of a teacher or paraprofessional. In compiling this evidence with the student and/or on his/her behalf:

**I have**

- included only work completed solely by the student in the presence of a teacher or other authorized school personnel.
- provided the accommodations required by the student as documented in his/her IEP/504 Plan.

**I have not**

- fabricated, altered, or modified student work, products, or data.
- described behaviors that provide a negative image of the student.
- provided any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and a regular part of the student's daily instruction.

**Signed:**

\_\_\_\_\_  
General Education Teacher Date: \_\_\_\_\_

\_\_\_\_\_  
Course Content Teacher Date: \_\_\_\_\_

\_\_\_\_\_  
Special Education Teacher Date: \_\_\_\_\_

\_\_\_\_\_  
Special Education Teacher Date: \_\_\_\_\_

\_\_\_\_\_  
Other Date: \_\_\_\_\_

\_\_\_\_\_  
Other Date: \_\_\_\_\_

**I have reviewed the contents of this Collection of Evidence.**

\_\_\_\_\_  
Building Administrator or Designee Date: \_\_\_\_\_

## Appendix A, continued

### Virginia Grade Level Alternative

#### 2008-2009 Teacher Checklist for Collection of Evidence

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

Division Due Date for VGLA

COE: \_\_\_\_\_

##### 1. Affidavit of Student Performance

<input type="checkbox"/>	Signed affidavit included.
<input type="checkbox"/>	Each staff person involved in generating evidence has signed the affidavit (Paraprofessional, OT, PT, SLP, etc.). Building Principal has also reviewed the collection and signed the affidavit.

##### 2. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct SOL and bullet, as appropriate.

##### 3. Division Required Forms

<input type="checkbox"/>	I have included all division required forms in the collection.
--------------------------	--

##### 4. Supplemental Forms

<input type="checkbox"/>	The appropriate VGLA Scoring Worksheet has been included.
--------------------------	---

##### 5. Evidence

<input type="checkbox"/>	The evidence clearly shows the student's skill and proficiency level.
<input type="checkbox"/>	All student work has been graded (% , grade, amount correct, etc.) so that correct and incorrect work is clearly identified or a statement of accuracy describing the student's performance has been included on anecdotal records, interviews, audios and videos.
<input type="checkbox"/>	Evidence to be submitted represents the student's best work.
<input type="checkbox"/>	Evidence to be submitted addresses each SOL <u>stem</u> and <u>bullet</u> , as appropriate, listed in the testing blueprint.
<input type="checkbox"/>	Evidence to be submitted identifies any accommodations, supports, and assistive technology devices that are a regular part of the student's daily instruction.

##### 6. Media (Photographs, Audio, Video)

<input type="checkbox"/>	I have placed a completed SEI Tag on all the media evidence.
<input type="checkbox"/>	I have placed a Pre-ID student label on all non-paper evidence.
<input type="checkbox"/>	I have checked with the building level administrator to make sure there is a media release signed and on file for this student.

##### Captioned Photograph

<input type="checkbox"/>	All photographs have been captioned (required) to explain the activity occurring and student's level of achievement.
--------------------------	--

##### Video

<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate the SOL.
<input type="checkbox"/>	All video clips are recorded in the division's required format – check with the School Coordinator (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly and work on multiple sources.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the COE.

##### Audio

<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the SOL.
<input type="checkbox"/>	All audio clips are recorded in the division's required format - check with the School Coordinator (cassette tapes, mp3, wav, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the COE.

##### 7. Other Recommended Steps

<input type="checkbox"/>	I have shared my collection with fellow teachers for input.
<input type="checkbox"/>	Division or school administrator has reviewed my collections for input.

Appendix A, continued

Virginia Grade Level Alternative

2008-2009 Administrator Checklist for Collections of Evidence

Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Review each collection of evidence for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.*

Items to Review:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:
Affidavit is signed, dated, and inserted at the front of the collection.					
Evidence is provided for each SOL and bullet, as appropriate, on the test blueprint.					
Each piece of evidence to be scored has an SEI Tag attached.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an SOL number and bullet, if appropriate.					
Each SEI Tag has <i>Demonstrated</i> or <i>Inferred</i> checked, as appropriate.					
All photographs are captioned and describe student performance.					

Appendix A, continued

Virginia Grade Level Alternative

2008-2009 Administrator Checklist for Collections of Evidence

Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Review each collection of evidence for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.*

Items to Review:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:
All student work submitted has been graded and clearly indicates correct and incorrect work or a statement of accuracy has been included to show the student's level of achievement.					
All non-paper media have Pre-ID student labels.					
All electronic media have written transcriptions.					
Submitted evidence addresses the essential skills and knowledge required by the SOL.					
All division required forms have been included: 1. 2.					
Critical issues to be resolved before collections are submitted to the Division Director of Testing:					



# APPENDIX B

## Virginia Substitute Evaluation Program



Virginia Substitute Evaluation Program



## APPENDIX B

### Virginia Substitute Evaluation Program

#### Frequently Asked Questions by Teachers

**Q1. What kind of student would take the VSEP?**

The VSEP is an appropriate assessment for students with disabilities who have an IEP. The typical student with disabilities who is eligible for the VSEP has a current IEP and needs accommodations that fall outside those allowed for the administration of the paper and pencil or online formats of the Standards of Learning (SOL) test.

**Q2. In which grade level and content areas can the VSEP be used as an alternative to the SOL assessments?**

The VSEP is available for students with disabilities for any course for which there is an end-of-course SOL assessment. It is also available for students in grades 9-12 who need the grade 8 numeracy and/or literacy certification required to earn a modified standard diploma.

**Q3. What forms should be submitted before we can begin collecting evidence for a VSEP?**

The *Intent to Submit a Substitute Evaluation Plan* and the *Evaluation Plan Submission Form* must be submitted to the Virginia Department of Education, Division of Student Assessment and School Improvement. The plan will be marked approved, denied, or pending receipt of additional information. Once the plan has been approved, evidence may be collected for the student's Course Work Compilation (CWC).

**Q4. Can students use accommodations on VSEP evidence?**

Yes. A student may submit evidence using accommodations as specified within the student's current IEP. Those accommodations should be noted in Section III of the *Intent to Submit a Substitute Evaluation Form*.

**Q5. Collecting samples of work for students submitting a VSEP takes a great deal of effort. Why do teachers have to prepare a Course Work Compilation for this assessment?**

Collecting work samples and student products is a routine part of the ongoing instructional process. Although additional work is required to plan, organize, and prepare the CWC for submission, the VSEP provides students with disabilities a method of demonstrating their knowledge of SOL content through non-traditional means. Given the broad range of methods available to students participating in the VSEP, a course work compilation is the most flexible and efficient method for examining student performance.

**Q6. What supporting documentation must be submitted with the Course Work Compilation?**

The *Evaluation Plan Approval/Denial Form* and a completed and signed *Course Work Compilation Submission Cover Sheet and Affidavit* must be included in each CWC. Also, each item of evidence should have a completed SEI Tag.

**Q7. Can the VSEP Course Work Compilation be reviewed by parents and other school personnel?**

Yes. The Course Work Compilation is available for review and feedback by the student, parents, and other school personnel as needed.

Virginia Substitute Evaluation Program

Frequently Asked Questions by Teachers

**Q8. How is the VSEP scored?**

The testing contractor will select and train scorers to review the submitted CWC. Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students. Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC MUST demonstrate the required SOL content identified in the test blueprint for the area being assessed and the level of the student's individual achievement.

**Q9. What are VSEP appeals and resubmissions?**

The primary purpose of the appeals process is to provide an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC score be appealed if the student received a failing score AND there is evidence that the CWC should have received a higher score. Evidence requires that at least two division staff members who are familiar with the VSEP rubric review the CWC and agree that it should have received a higher score.

The purpose of resubmissions is to allow a student who failed a course evaluation submission using the VSEP to retake/resubmit another VSEP CWC, based on current SOL policies regarding retakes. Students are required to resubmit the entire CWC, to include additional evidence for standards where the scores were not successful.

Appendix B, continued

Virginia Substitute Evaluation Program

2008-2009 Intent to Submit a Substitute Evaluation Form

Directions: A separate *Intent to Submit a Substitute Evaluation Form* is required for each evaluation considered.

Section I: Student Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_

Current Grade of Enrollment: \_\_\_\_\_ Diploma Program(s): \_\_\_\_\_ Administration: ☐ Fall ☐ Spring

Submission Subject/Course: \_\_\_\_\_

Resubmission Subject/Course: \_\_\_\_\_

Section II: School Division Information

School Division Name: \_\_\_\_\_ Division Number: \_\_\_\_\_

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

Course Content Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**YES NO** (Check yes or no for each statement.)

- ☐ ☐ The student has a current IEP or 504 Plan (or one that is being developed).  
(Please do not submit the student's IEP/504 Plan.)
- ☐ ☐ The student is enrolled in a course or has passed a course that has a Standards of Learning end-of-course test and/or the student is pursuing a Modified Standard Diploma and seeking certification to meet the literacy and/or numeracy requirements.
- ☐ ☐ The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the Standards of Learning assessment(s), even with accommodations, and requires a substitute evaluation.
- ☐ ☐ All accommodations listed on the following pages have been considered for use with the student in the course/content submission area.

(If **NO** is checked for **ANY** box, the student does **NOT QUALIFY** for the Virginia Substitute Evaluation Program.)

## Appendix B, continued

### Virginia Substitute Evaluation Program

#### 2008-2009 Intent to Submit a Substitute Evaluation Form

### Section III: Allowed Accommodations

*Directions: Check each box that corresponds to the considered and selected accommodations as it pertains to the student's program and disability.*

#### **TIMING/SCHEDULING —**

- ☐ time of day
- ☐ breaks during test
- ☐ multiple test sessions \*
- ☐ order of test administration

#### **SETTING —**

- ☐ preferential seating (e.g., at the front of the room or in a study carrel)
- ☐ individual testing (one-on-one)
- ☐ special lighting
- ☐ adaptive or special furniture
- ☐ hospital/home/non-school setting

#### **PRESENTATION —**

- ☐ Braille \*
- ☐ large print \*
- ☐ enlarging the answer document
- ☐ reading directions to students
- ☐ simplifying directions
- ☐ interpreting/transliterating directions (e.g., sign language, cued speech) \*
- ☐ written directions to accompany oral directions
- ☐ clarifying directions
- ☐ reading of test items aloud
- ☐ masks or markers to maintain place
- ☐ audiotape version of test items \*
- ☐ interpreting/transliterating (e.g., sign language, cued speech) test items
- ☐ magnifying glass
- ☐ amplification equipment (e.g., hearing aid or auditory trainer)
- ☐ templates

\* Special procedures are to be followed for any accommodation accompanied by an (\*). Please consult the document *Virginia Department of Education's Procedures for Participation of Student's with Disabilities in Virginia's Accountability System*.

**Section III: Allowed Accommodations**

**PRESENTATION —**

- ☐ reading test items aloud on the English: Reading test \*
- ☐ using audio-cassette version of the English: Reading test \*
- ☐ interpreting/transliterating (sign language, cued speech) test items on the English: Reading test \*

**RESPONSE —**

- ☐ student marks booklet and teacher/proctor transfers answers to answer sheet \*
- ☐ student responds verbally, points, or indicates an answer and teacher/proctor marks answer sheet \*
- ☐ abacus – mathematics aids
- ☐ arithmetic tables
- ☐ braille \*
- ☐ large diameter/special grip pencil
- ☐ word processor \*
- ☐ typewriter \*
- ☐ word prediction software
- ☐ augmentative communication device \*
- ☐ spell check (including spell checkers)
- ☐ spelling dictionary (does not include a dictionary with definitions)
- ☐ tape recorder (only for pre-writing activity to tape response for English writing test)

**RESPONSE —**

- ☐ dictation to a scribe (writing sample component of the English writing test only) \*
- ☐ use of a calculator with additional functions to those routinely supplied to all students

\* Special procedures are to be followed for any accommodation accompanied by an (\*). Please consult the document *Virginia Department of Education's Procedures for Participation of Student's with Disabilities in Virginia's Accountability System*.

## Appendix B, continued

### Virginia Substitute Evaluation Program

#### 2008-2009 Intent to Submit a Substitute Evaluation Form

#### Section IV: Justification Statement

In the space below provide a justification statement and reference documentation as to why the IEP team or 504 committee has determined that the impact of the student's disability prevents access to the Standards of Learning assessments even with accommodations. Teachers should reference data in the student's cumulative record including the most recent psychological evaluation, medical reports, learner characteristics, and/or teacher observations. This justification statement should be unique and individualized for the student and include:

- a brief overview of the student's disability;
- the impact of the disability on the student's classroom performance; and
- the accommodations that have been used in classroom, division, or state assessments, and impact on the student's performance.

#### Signed:

\_\_\_\_\_  
Course Content Teacher

Date \_\_\_\_\_

\_\_\_\_\_  
Special Education Teacher

Date \_\_\_\_\_

\_\_\_\_\_  
Parent

Date \_\_\_\_\_

\_\_\_\_\_  
Building Administrator or Designee

Date \_\_\_\_\_

\_\_\_\_\_  
Other

Date \_\_\_\_\_



Virginia Substitute Evaluation Program

Sample Justification Statements

**Sample 1**

Kimberly is a 12<sup>th</sup> grade student with a learning disability in mathematics. According a recent educational evaluation (September 2008), her disability negatively impacts her ability to comprehend and interpret symbols, patterns, and graphic information accurately and consistently. In the classroom, Kimberly frequently makes mistakes in calculation problems and needs one to one assistance and extended time for the most of her assignments. When she is presented with tests and quizzes in a multiple-choice format, Kimberly becomes frustrated and will randomly mark answers. She requires constant prompting to stay on task and to focus on the information being presented.

Kim has taken the *Algebra I* test two times without success even though she has been afforded numerous accommodations including assistance with directions, reading in English of test items, mathematics aids, and use of a calculator. Based on this information, the IEP committee selected the VSEP as the appropriate assessment option to give Kimberly access to the SOL assessment.

**Sample 2**

Ron is an 11<sup>th</sup> grade student with disabilities who is currently pursuing the Modified Standard Diploma. The results of his triennial evaluation indicated that Ron has significant attentional and processing deficits which were the basis of his identification as a student with Other Health Impairments. Ron is easily distracted by auditory and visual stimuli in his environment and requires constant re-direction to stay on task. Ron's teacher reports that he understands most of the *Grade 8 mathematics* content, but he performs poorly on math quizzes and tests, most of which are in a multiple choice format. He has taken the *Grade 8 mathematics* SOL assessment without success three times using a variety of accommodations including small group testing, individual testing, noise buffers, and a study carrel. The IEP committee determined that Ron may be able to demonstrate his knowledge best in a non-traditional format and selected the VSEP as the most appropriate assessment for him.

**Sample 3**

Nicole is a 12<sup>th</sup> grade honor student with a deteriorating vision. In the past, Nicole has used magnifiers and large print materials during classroom instruction and assessment. A recent vision examination indicated that Nicole's vision has deteriorated considerable within the last three months. Although, Nicole's IEP indicated that she would take the SOL EOC *Virginia and United States History* assessment using the large print format, her current visual ability suggests that she will not be able to access the test in this format. Nicole is not proficient in Braille. Based on this information, the IEP committee recommends that Nicole take her EOC *Virginia and United States History* assessment using the VSEP.

**Appendix B, continued**

**Virginia Substitute Evaluation Program**

**2008-2009 Evaluation Plan Submission Form**

**Section I: Student Information**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_

Current Grade of Enrollment: \_\_\_\_\_ Diploma Program(s): \_\_\_\_\_ Administration: ☐ Fall\* ☐ Spring

Submission Subject/Course: \_\_\_\_\_

Resubmission Subject/Course: \_\_\_\_\_

**Section II: School Division Information**

Division Name: \_\_\_\_\_ Division Number: \_\_\_\_\_

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

Course Content Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Signed:**

\_\_\_\_\_  
Course Content Teacher Date \_\_\_\_\_

\_\_\_\_\_  
Special Education Teacher Date \_\_\_\_\_

**Section III: Evaluation Plan/ Worksheet**

Attach the completed VSEP 2008-2009 *Evaluation Plan/Worksheet* for the appropriate subject area/course. The VSEP 2008-2009 Evaluation Plan/ Worksheets are available on the Virginia Department of Education Web site at:

**[www.doe.virginia.gov/VDOE/Assessment/VSEP/Worksheets/indexvsep.htm](http://www.doe.virginia.gov/VDOE/Assessment/VSEP/Worksheets/indexvsep.htm)**

\*The Fall VSEP Administration is for students instructed in semester block courses and/or students identified as Term Graduates (i.e., scheduled to graduate by the end of the Fall term).

Appendix B, continued

Virginia Substitute Evaluation Program

2008-2009 Evaluation Plan Submission Form

Section III: Sample Evaluation Plan/Worksheet – End-of-Course World History and Geography: 1500 A.D. to the Present

Name: \_\_\_\_\_ State Testing Identifier (STI#) \_\_\_\_\_

Course Content Teacher: \_\_\_\_\_ Special Education Teacher: \_\_\_\_\_

**Directions:** This Evaluation Plan will explain how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. Each SOL stem and bullet should be addressed in this plan. The plan should address evidence for the CWC over the duration of the course and must reflect a complete demonstration of the skills and knowledge related to the standards addressed in the test blueprint. It should contain the methods or products used to demonstrate achievement of the standards. The plan should be unique and individualized for the student. Submit one copy with the Evaluation Plan Submission Form. Use your copy to monitor the CWC throughout the semester.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
<b>Standards of Learning WHII.1a-e will be assessed throughout the reporting categories based on content links within the Curriculum Framework.</b>				
Emergence of a Global Age	WHII.2	The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by b) describing artistic, literary, and intellectual ideas of the Renaissance; e) citing major technological and scientific exchanges in the Eastern Hemisphere.		
	WHII.3	The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII; b) describing the impact of religious conflicts, including the Inquisition, on society and government actions; c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.		

**Appendix B, continued**

<b>Reporting Category</b>	<b>SOL #</b>	<b>Specific Virginia Standard of Learning</b>	<b>Description of Planned Evaluation Method or Product</b>	<b>Complete</b>
	WHII.4	The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by a) explaining the roles of explorers and conquistadors; b) describing the influence of religion; c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas; d) defining the Columbian Exchange.		
	WHII.5	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by b) describing India, including the Mughal Empire and coastal trade; c) describing East Asia, including China and the Japanese shogunate.		
Age of Revolutions	WHII.6	The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by a) describing the Scientific Revolution and its effects; b) describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great; e) describing the French Revolution; f) identifying the impact of the American and French Revolutions on Latin America; g) describing the expansion of the arts, philosophy, literature, and new technology.		
	WHII.7	The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by c) explaining events related to the unification of Italy and the role of Italian nationalists; d) explaining events related to the unification of Germany and the role of Bismarck.		

**Appendix B, continued**

<b>Reporting Category</b>	<b>SOL #</b>	<b>Specific Virginia Standard of Learning</b>	<b>Description of Planned Evaluation Method or Product</b>	<b>Complete</b>
	WHII.8	The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by d) explaining the rise of industrial economies and their link to imperialism and nationalism; e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.		
Era of Global Wars	WHII.9	The student will demonstrate knowledge of the worldwide impact of World War I by a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; b) explaining the outcomes and global effect of the war and the Treaty of Versailles; c) citing causes and consequences of the Russian Revolution.		
	WHII.10	The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by a) describing the League of Nations and the mandate system; c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.		

**Appendix B, continued**

<b>Reporting Category</b>	<b>SOL #</b>	<b>Specific Virginia Standard of Learning</b>	<b>Description of Planned Evaluation Method or Product</b>	<b>Complete</b>
	WHII.11	The student will demonstrate knowledge of the worldwide impact of World War II by a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito; b) examining the Holocaust and other examples of genocide in the twentieth century; c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations.		
Post World War II Period	WHII.12	The student will demonstrate knowledge of major events and outcomes of the Cold War by a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945; c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.		
	WHII.13	The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by a) describing the struggles for self-rule, including Gandhi's leadership in India; b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya; c) describing the end of the mandate system and the creation of states in the Middle East.		
	WHII.14	The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by a) describing their beliefs, sacred writings, traditions, and customs.		

**Appendix B, continued**

<b>Reporting Category</b>	<b>SOL #</b>	<b>Specific Virginia Standard of Learning</b>	<b>Description of Planned Evaluation Method or Product</b>	<b>Complete</b>
Geography	WHII.2	The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by a) locating major states and empires; c) describing the distribution of major religions; d) analyzing major trade patterns.		
	WHII.5	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by a) describing the location and development of the Ottoman Empire.		
	WHII.14	The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by b) locating the geographic distribution of religions in the contemporary world.		
Civics and Economics	WHII.4	The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by e) explaining the triangular trade; f) describing the impact of precious metal exports from the Americas.		
	WHII.5	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by d) describing Africa and its increasing involvement in global trade; e) describing the growth of European nations, including the Commercial Revolution and mercantilism.		
	WHII.6	The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy; d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States.		

**Appendix B, continued**

<b>Reporting Category</b>	<b>SOL #</b>	<b>Specific Virginia Standard of Learning</b>	<b>Description of Planned Evaluation Method or Product</b>	<b>Complete</b>
	WHII.7	The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815; b) describing the influence of revolutions on the expansion of political rights in Europe.		
	WHII.8	The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes; b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism; c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement.		
	WHII.10	The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by b) citing causes and assessing the impact of worldwide depression in the 1930s.		
	WHII.15	The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies; b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom; c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.		



**Appendix B, continued**

**Virginia Substitute Evaluation Program**

**2008-2009 Evaluation Plan Approval/Denial Form**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_

School Name: \_\_\_\_\_ School Division Name: \_\_\_\_\_

Submission Subject/Course: \_\_\_\_\_

Resubmission Subject/Course: \_\_\_\_\_

Administration: ☐ Fall ☐ Spring

Diploma Option: ☐ Advanced Studies Diploma

(check all that apply) ☐ Standard Diploma

☐ Modified Standard Diploma

Evaluation Plan: ☐ Approved ☐ Denied ☐ Pending

**Review Recommendations:**

Please correct each of the items checked below and resubmit the *Intent to Submit a Substitute Evaluation Plan* to the Virginia Department of Education within 10 days of receipt.

Section II

☐ Participation Criteria A "No" was checked; therefore the student is not eligible for the VSEP.

Section III

☐ Accommodations Accommodations previously used or currently provided to the student were not indicated.

Section IV

- ☐ Justification
- ☐ Justification Statement does not provide an overview of the student's disability.
  - ☐ Justification Statement does not address the impact of the disability on the student performance and the Standards of Learning (SOL) test.
  - ☐ Justification Statement does not describe accommodations used in classroom, division, or state assessments and the results on student performance.
  - ☐ Justification Statement does not include signatures of IEP committee members.

Evaluation Plan, Section II

- ☐ Signatures The Evaluation Plan does not include signatures of course content or special education teachers.
- ☐ Method of Evaluation The Evaluation Plan does not include methods of evaluation.
- ☐ Completeness of Evaluation Plan The Evaluation Plan does not address all standards in the SOL test blueprint.
- Missing standards: \_\_\_\_\_

**Signed:**

\_\_\_\_\_  
Division of Student Assessment and School Improvement  
Virginia Department of Education

\_\_\_\_\_  
Date

## Appendix B, continued

### Virginia Substitute Evaluation Program

#### 2008-2009 Course Work Compilation Submission Cover Sheet and Affidavit

##### Section I: Student Information

*Complete one cover sheet for each content area submission.*

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_

School Name: \_\_\_\_\_ School Division Name: \_\_\_\_\_

Subject/Course Submission: \_\_\_\_\_

Administration: ☐ Fall ☐ Spring

Diploma Option: ☐ Advanced Studies Diploma  
(check all that apply) ☐ Standard Diploma  
☐ Modified Standard Diploma

##### Section II: Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Course Work Compilation was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP or 504 Plan and in the presence of a teacher or paraprofessional. In compiling this evidence with the student and/or on his/her behalf,

##### **I have:**

- included only work completed solely by the student in the presence of a teacher or other authorized school personnel.
- Provided the accommodations required by the student as documented in his/her IEP/504 Plan.

##### **I have not:**

- fabricated, altered, or modified student work samples, products or data.
- described behaviors that provide a negative image of the student.
- provided any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and a regular part of the student's daily instruction.

Further, I attest that the student will not participate in an SOL test for this course/content during this administration of state assessments.

\_\_\_\_\_  
Course Content Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Special Education Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other

\_\_\_\_\_  
Date

**I have reviewed the contents of this Course Work Compilation.**

\_\_\_\_\_  
Building Administrator or Designee

\_\_\_\_\_  
Date

## Appendix B, continued

### Virginia Substitute Evaluation Program (VSEP)

#### 2008-2009 Teacher Checklist for Course Work Compilation

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

Division Due Date for VSEP CWC: \_\_\_\_\_

#### 1. Course Work Compilation Submission Form Cover Sheet and Affidavit

<input type="checkbox"/>	Signed Course Work Compilation Submission Form Cover Sheet and Affidavit is included.
<input type="checkbox"/>	Each staff person involved in generating evidence has signed the affidavit. Building Principal has also reviewed the collection and signed the affidavit.

#### 2. Evaluation Plan Approval/Denial Form

<input type="checkbox"/>	The approved and signed Evaluation Plan Approval/Denial Form is included.
--------------------------	---

#### 3. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct SOL and bullet, as appropriate.

#### 4. Division Required Forms

<input type="checkbox"/>	I have included all division required forms in the collection.
--------------------------	--

#### 5. Evidence

<input type="checkbox"/>	Student's skill and proficiency is clear in the evidence.
<input type="checkbox"/>	All student work has been graded (% , grade, amount correct, etc.) so that correct and incorrect work is clearly identified or a statement of accuracy describing the student's performance has been included.
<input type="checkbox"/>	Evidence to be submitted represents the student's best work.
<input type="checkbox"/>	Evidence to be submitted addresses each SOL <u>stem</u> and <u>bullet</u> , as appropriate, listed in the testing blueprint.
<input type="checkbox"/>	Evidence to be submitted identifies any accommodations, supports, and assistive technology devices that are a regular part of the student's daily instruction.

#### 6. Media (Pictures, Audio, Video)

<input type="checkbox"/>	I have placed an SEI Tag on all the media evidence.
<input type="checkbox"/>	I have placed a Pre-ID student label on all non-paper evidence.
<input type="checkbox"/>	I have checked with the building level administrator to make sure there is a media release signed and on file for this student.

#### Captioned Photographs

<input type="checkbox"/>	All photographs have been captioned (required) to explain the activity occurring and student's level of achievement.
--------------------------	--

#### Video

<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate the SOL.
<input type="checkbox"/>	All video clips are recorded in the division's required format – check with the School Coordinator (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly and work on multiple sources.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the CWC.

#### Audio

<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the SOL.
<input type="checkbox"/>	All audio clips are recorded in the division's required format—check with the School Coordinator (cassette tapes, mp3, wav, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the CWC.

#### 7. Other Recommended Steps

<input type="checkbox"/>	I have shared my collection with fellow teachers for input.
<input type="checkbox"/>	Division or school administrator has reviewed my collections for input.

## Appendix B, continued

### Virginia Substitute Evaluation Program (VSEP)

#### 2008-2009 Administrator Checklist for Course Work Compilation

Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Review each Course Work Compilation (CWC) for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Items to Review:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:
Cover Sheet/Affidavit is signed, dated, and inserted at the front of the CWC.					
Evidence is provided for each SOL and bullet, as appropriate, on the test blueprint.					
Each piece of evidence to be scored has an SEI Tag attached.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an SOL number and bullet, if appropriate.					
Each SEI Tag has <i>Demonstrated</i> or <i>Inferred</i> checked, as appropriate.					
All photographs are captioned and describe student performance.					

Appendix B, continued

Virginia Substitute Evaluation Program (VSEP)

2008-2009 Administrator Checklist for Course Work Compilation

Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Review each Course Work Compilation (CWC) for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Items to Review:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:
All student work submitted has been graded and clearly indicates correct and incorrect work or a statement of accuracy has been included to show the student's level of achievement.					
All non-paper media have Pre-ID student labels.					
All electronic media have written transcriptions.					
Submitted evidence addresses the essential skills and knowledge required by the SOL.					
All division required forms have been included: 1. 2.					
Critical issues to be resolved before CWCs are submitted to the Division Director of Testing:					

## Appendix B, continued

### Virginia Substitute Evaluation Program

<b>Completed Course Work Compilation Submission Checklist</b>
---

Please verify each component of the VSEP Course Work Compilation (CWC) before submission for scoring. This verification will ensure that each CWC is ready to be scored and will not be delayed in the scoring process. If documentation forms and materials listed below are incomplete or not provided, the CWC **CANNOT** be scored. However, if time allows, an attempt will be made to return incomplete materials to school divisions for completion and resubmission.

- ☐ An approved *Evaluation Plan Approval/Denial Form*. (Approved forms are returned to the school division within ten working days of submission to the Virginia Department of Education). **If the evaluation plan approval is not included, the CWC CANNOT be scored.**
- ☐ A *Course Work Compilation Submission Form Cover Sheet and Affidavit*. (Include one for each course with all signatures assuring student creation of submissions and compilation matrix.)  
**If cover sheet and affidavit are incomplete or not included, the CWC CANNOT be scored.**
- ☐ A *Course Work Compilation* that supports the content area Standards of Learning (SOL) where the student is seeking an end-of-course verified credit for the Standard or Advanced Studies Diploma, or certification for having met the literacy and/or numeracy requirements for the Modified Standard Diploma.
- ☐ All SOL addressed in the test blueprint have been evidenced in the CWC.
- ☐ Accommodations used are documented in the student's IEP/504 plan.
- ☐ Work samples are graded, and work answers are clearly identified. Evidence such as anecdotal records, audios, videos, and interviews include a statement of accuracy describing the student's achievement on the SOL being defended. **Work samples that are not graded CANNOT be scored.**
- ☐ Each piece of evidence includes a completed SEI Tag identifying the SOL, the bullet, and whether the evidence is "Demonstrated" or "Inferred."
- ☐ The outside spine of the binder and each piece of non-paper media should have a Pre-ID student label.

Appendix B, continued

Virginia Substitute Evaluation Program

2008-2009 Request to Appeal Course Work Compilation

School Division: \_\_\_\_\_ Division/School Code: \_\_\_\_\_-\_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Content Area: \_\_\_\_\_ Grade: \_\_\_\_\_

Source of Request: \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Teacher or other Educator

Administration: ☐ Fall ☐ Spring

Date of School Division Review: \_\_\_\_\_ Date of Request: \_\_\_\_\_

Total Weighted Score for Appealed Test \_\_\_\_\_

VSEP APPEALS CRITERIA CHECKLIST

Directions: Place an "X" for each of the following applicable criterion that has been met. **BOTH criteria must be met to submit the CWC for rescoring.**

- ☐ 1. This student has received a failing score on the CWC submitted for VSEP.
- ☐ 2. The student's CWC has been reviewed by two staff members within the school division who are familiar with the rubric used to score VSEP compilations. In order to submit the CWC for rescoring, both staff members must agree that the CWC should have received a higher score based on the rubric.

Reviewer #1 \_\_\_\_\_ Title: \_\_\_\_\_

Reviewer #2 \_\_\_\_\_ Title: \_\_\_\_\_

Summary of reviewers' findings:

Request to Appeal CWC forwarded to Pearson: ☐ NO ☐ YES Date: \_\_\_\_\_

**Signed:**

**In submitting this CWC for rescore, I assure that student evidence has not been deleted, added to, or altered in any way. All evidence is the same as the previously scored submission.**

\_\_\_\_\_  
Division Director of Testing

\_\_\_\_\_  
Date

For requests to appeal CWCs that are approved by the school division, forward a copy of this form with the student's CWC and a copy of the *Student Performance Report* to Pearson using the mailing labels supplied by Pearson.

Requests for Fall 2008 VSEP appeals must be received by March 13, 2009. Requests for Spring 2009 VSEP appeals must be received by June 15-30, 2009 (first window) and August 13-28, 2009 (second window).





# APPENDIX C

## Virginia Alternate Assessment Program





## APPENDIX C

### Virginia Alternate Assessment Program

#### Frequently Asked Questions by Teachers

#### Q1. What kind of student would take the VAAP?

The VAAP is an appropriate assessment for students with disabilities who have a current IEP. There should be documentation that the student has significant cognitive disabilities. Also, the student's present level of performance indicates the need for extensive, direct instruction and/or intervention in a curriculum framework based on the Aligned Standards of Learning. This student requires intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement. The high school student appropriate for the VAAP is working toward educational goals other than those prescribed for a Modified Standard Diploma, Standard Diploma, or Advanced Studies Diploma.

#### Q2. In which content areas can the VAAP be used?

The VAAP is available for the content areas of reading, mathematics, science, and history/social science. The Virginia Department of Education strongly recommends submission of evidence in all content areas being assessed by SOL tests for general education students at the same grade level.

#### Q3. In which grade levels can the VAAP be used?

The VAAP is available for students with disabilities who have an IEP in grades 3-8 and grade 11. If it is the practice of the school division for students with significant cognitive impairments to be enrolled in grade 11 for more than one year, the student participating in the VAAP should take the VAAP the first year of enrollment in grade 11.

#### Q3. Can students use accommodations on VAAP evidence?

Yes. A student may submit evidence using accommodations as specified within the student's current IEP. Hand-over-hand assistance (or full physical assistance) may not be used as evidence of student achievement.

#### Q4. Collecting samples of work for students submitting a VAAP takes a great deal of effort. Why do teachers have to prepare collections of evidence of student's work for this assessment?

Collecting work samples and student products is a routine part of the ongoing instructional process. Although additional work is required to organize the collection of evidence and to prepare it for submission, the VAAP provides students with disabilities a method of demonstrating their knowledge of ASOL content through non-traditional means. Given the broad range of methods available to students participating in the VAAP, a collection of evidence is the most flexible and efficient method for examining student performance.

#### Q5. How are functional skills and life skills assessed?

Individual achievement of academic skills is the single focus of the VAAP. Although functional skills such as self care, leisure activities, and domestic skills are important components of educational programs designed for students with significant cognitive disabilities, these skills are not evaluated in the VAAP.

#### Q6. What supporting documentation must be submitted with the Collection of Evidence?

A completed *2008-2009 Content Area Cover Sheet* for each content area being submitted and a completed and signed *Affidavit of Student Performance* must be included in each Collection of Evidence. The redesigned affidavit with multiple signature lines may be used for the entire collection. Also, each piece of evidence should have a completed SEI Tag.

## Appendix C, continued

### Virginia Alternate Assessment Program

#### Frequently Asked Questions by Teachers

#### **Q7. Can the VAAP Collection of Evidence be reviewed by parents and other school personnel?**

Yes. The Collection of Evidence is available for review and feedback by the student, parents, and other school personnel as needed.

#### **Q8. How is the VAAP scored?**

The VAAP is submitted to the school division and scored locally. Scorers will receive training on the process of applying the scoring rubric to submitted evidence, use of the online scoring system, and other information pertinent to scoring the VAAP. The VAAP rubric, rubric addendum, and scoring rules are available in Section 7 of The Virginia Alternate Assessment Program Implementation Manual.

#### **Q9. Why is my local school division scoring the VAAP and what is the online system?**

Scoring VAAP entries is the joint responsibility of the local school division, the testing contractor, and the Virginia Department of Education. Local scoring teams are responsible for examining evidence and rating performance. The testing contractor and the Virginia Department of Education, via an online scoring system, will calculate proficiency and provide online reports. The scoring process will involve scorers examining submitted evidence for specific content area standards and applying a scoring rubric, rubric addendum, and scoring rules in order to assign a value to the evidence presented in a holistic manner. Once all evidence submitted for a specific VAAP entry has been scored, scorers will enter their ratings of student performance in the online scoring system.

#### **Q10. What is a VAAP audit?**

After the submission window for VAAP entries, the testing contractor will randomly select submitted entries for audit. The purpose of the VAAP audit is to ensure that scoring teams are correctly applying the scoring rubric and related scoring tools to submitted evidence.

#### **Q11. How will I know if my school or student has been selected for an audit of his or her VAAP?**

The Division Director of Testing will be notified in writing that a student's Collection of Evidence within the division has been selected for VAAP audit(s).

## Appendix C, continued

### Virginia Alternate Assessment Program

#### 2008- 2009 Participation Criteria Form

**DIRECTIONS:** To qualify for the Virginia Alternate Assessment Program (VAAP), a student's IEP team must determine that a student is eligible based on answering the questions below for each content area considered. A response of "No" for any question indicates that the student is **NOT** eligible for the VAAP.

#### Student Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_ Current Grade of Enrollment: \_\_\_\_\_ Diploma Program(s): \_\_\_\_\_

#### School Division Information

School Division Name: \_\_\_\_\_ Division Number: \_\_\_\_\_

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

Course Content Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### Virginia Alternate Assessment Program Participation Criteria

- 1) Does the student have a current IEP (or one that is being developed)?  
☐ Yes      ☐ No
- 2) Does the student demonstrate significant cognitive disabilities?  
☐ Yes      ☐ No
- 3) Does the student's present level of performance indicate the need for extensive, direct instruction and/or intervention in a curriculum framework based on Aligned Standards of Learning? The present level of performance, or student evaluation, may also include personal management, recreation and leisure, school and community, vocational, communication, social competence and/or motor skills?  
☐ Yes      ☐ No
- 4) Does the student require intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement?  
☐ Yes      ☐ No
- 5) Is the student working toward educational goals other than those prescribed for a Modified Standard Diploma, Standard Diploma, or Advanced Studies Diploma?  
☐ Yes      ☐ No

NOTE: Students considered for the VAAP must be enrolled in grades 3-8 or grade 11.

#### Signed:

\_\_\_\_\_  
Special Education Teacher

Date \_\_\_\_\_

\_\_\_\_\_  
Parent

Date \_\_\_\_\_

\_\_\_\_\_  
Building Administrator or Designee

Date \_\_\_\_\_

\_\_\_\_\_  
Other

Date \_\_\_\_\_

Appendix C, continued

Virginia Alternate Assessment Program

2008-2009 Collection of Evidence Scoring Worksheet

Division	School	State Testing Identifier (STI)	Student Last Name	Student First Name	Student MI	Grade	DOB

Content Area	Testing Status (If applicable)	Reporting Category	Selected ASOL (Include the bullet, if applicable, e.g., E-RW 1d)	Student Performance Score (0- 4)
Reading		ASOL 1 (E-RW)		
		ASOL 2 (E-RC)		
Mathematics		ASOL 1 (M-NS)		
		ASOL 2 (M-CE)		
		ASOL 3 (M-M, M-G)		
		ASOL 4 (M-PS)		
		ASOL 5 (M-PFA)		
Science		ASOL 1 (S-SI, S-R)		
		ASOL 2 (S-FME, S-M)		
		ASOL 3 (S-LP, S-LS, S-LFS, S-ES)		
		ASOL 4 (S-IE, S-EP)		
History and Social Science		ASOL 1 (HS-H)		
		ASOL 2 (HS-G)		
		ASOL 3 (HS-C)		
		ASOL 4 (HS-E)		

## Virginia Alternate Assessment Program

## 2008-2009 Content Area Cover Sheet

Student Name: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_ Grade: \_\_\_\_\_

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

School Division Name: \_\_\_\_\_ Division Number: \_\_\_\_\_

Content Area:

Reporting Categories	Aligned Standard of Learning (ASOL) and Bullet, if applicable

Accommodation:

**Appendix C, continued**

**Virginia Alternate Assessment Program**

**2008- 2009 Affidavit of Student Performance**

**Student Information**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

School Division: \_\_\_\_\_ Division Number: \_\_\_\_\_

Content Area(s): \_\_\_\_\_

**Affidavit of Student Performance**

I, the undersigned, do attest that all work contained in this Collection of Evidence was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP and in the presence of a teacher or paraprofessional. In compiling this evidence with the student and/or on his/her behalf,

**I have:**

- included only work completed solely by the student in the presence of a teacher or other authorized school personnel.
- Provided the accommodations required by the student as documented in his/her IEP.

**I have not:**

- fabricated, altered, or modified student work samples, products or data.
- described behaviors that provide a negative image of the student.
- provided any accommodations/assistive devices that are not documented in the student's IEP and a regular part of the student's daily instruction.

**Signed:**

\_\_\_\_\_  
General Education Teacher Date: \_\_\_\_\_

\_\_\_\_\_  
Course Content Teacher Date: \_\_\_\_\_

\_\_\_\_\_  
Special Education Teacher Date: \_\_\_\_\_

\_\_\_\_\_  
Special Education Teacher Date: \_\_\_\_\_

\_\_\_\_\_  
Other Date: \_\_\_\_\_

\_\_\_\_\_  
Other Date: \_\_\_\_\_

**I have reviewed the contents of this Collection of Evidence.**

\_\_\_\_\_  
Building Administrator or Designee Date: \_\_\_\_\_



**Appendix C, continued****Virginia Alternate Assessment Program****2008-2009 Teacher Checklist for Collection of Evidence**

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

Division Due Date for VAAP COE: \_\_\_\_\_

**1. Required Evidence: *One ASOL per reporting category and one bullet when bullets are present***

<b>Reading</b>	<b>Reporting Category</b>	<b>ASOL Defended</b>
<input type="checkbox"/>	<b>1</b> Use word analysis strategies and information resources	
<input type="checkbox"/>	<b>2</b> Demonstrate comprehension of printed materials	

<b>Mathematics</b>	<b>ASOL Defended</b>
<input type="checkbox"/> <b>1</b> Number and Number Sense	
<input type="checkbox"/> <b>2</b> Computation and Estimation	
<input type="checkbox"/> <b>3</b> Measurement and Geometry	
<input type="checkbox"/> <b>4</b> Probability and Statistics	
<input type="checkbox"/> <b>5</b> Patterns, Functions, and Algebra	

<b>Science</b>	<b>ASOL Defended</b>
<input type="checkbox"/> <b>1</b> Scientific Investigation and Resources	
<input type="checkbox"/> <b>2</b> Forces, Motion, Energy, and Matter	
<input type="checkbox"/> <b>3</b> Life Processes and Living Systems, Life Science, Earth Science	
<input type="checkbox"/> <b>4</b> Interrelationships to Earth/Space Systems and Earth Patterns, Cycles, and Changes	

<b>History and Social Science</b>	<b>ASOL Defended</b>
<input type="checkbox"/> <b>1</b> History	
<input type="checkbox"/> <b>2</b> Geography	
<input type="checkbox"/> <b>3</b> Civics	
<input type="checkbox"/> <b>4</b> Economics	

**2. VAAP Content Area Cover Sheet**

<input type="checkbox"/>	VAAP cover sheet has been included for each content area within the student's COE.
--------------------------	--

**3. Affidavit of Student Performance**

<input type="checkbox"/>	Signed Affidavit included
<input type="checkbox"/>	Each staff person involved in generating evidence has signed the affidavit (Paraprofessional, OT, PT, SP, etc.). Building Principal has also signed.

**4. Student Evidence Identification (SEI) Tag**

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct ASOL and bullet, as appropriate.

**Appendix C, continued****Virginia Alternate Assessment Program****2008-2009 Teacher Checklist for Collection of Evidence**

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_  
 Division Due Date for VAAP COE: \_\_\_\_\_

**5. Division Required Forms**

<input type="checkbox"/>	I have included all division required forms in the collection.
--------------------------	--

**6. Evidence**

<input type="checkbox"/>	Student's skill and proficiency is clear in the evidence.
<input type="checkbox"/>	Evidence does not document developmental progress.
<input type="checkbox"/>	Evidence to be submitted represents the student's best work.
<input type="checkbox"/>	Evidence to be submitted addresses all the skills listed within the ASOL <u>stem</u> and <u>bullet</u> , as appropriate.
<input type="checkbox"/>	ASOL curriculum framework documents have been checked to determine the essential skills and knowledge required by the selected standard. <a href="http://www.ttaonline.org">http://www.ttaonline.org</a>
<input type="checkbox"/>	Evidence to be submitted identifies any accommodations, supports and assistive technology devices that are a regular part of the student's daily instruction.
<input type="checkbox"/>	Evidence submitted presents a positive image of the student.
<input type="checkbox"/>	All student work has been graded (% , grade, amount correct, etc.) or includes a statement of accuracy.

**7. Media (Pictures, Audio, Video)**

<input type="checkbox"/>	I have placed an SEI Tag on all the media evidence.
<input type="checkbox"/>	I have placed a Pre-ID student label on all non-media evidence.
<input type="checkbox"/>	I have checked with the building level administrator to make sure there is a media release signed and on file for this student.

**Captioned Photographs**

<input type="checkbox"/>	All photographs have been captioned (required) to explain the activity occurring and the student's level of achievement.
--------------------------	--

**Video**

<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate the ASOL.
<input type="checkbox"/>	All video clips are recorded in the division's required format – check with School Coordinator (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly and work on multiple sources.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the COE.

**Audio**

<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the ASOL.
<input type="checkbox"/>	All audio clips are recorded in the division's required format—check with School Coordinator (Cassette tapes, mp3, wav, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the COE.

**8. Other Recommended Steps**

<input type="checkbox"/>	I have shared my collection with fellow teachers for input.
<input type="checkbox"/>	Division or school administrator has reviewed my collections for input.

Appendix C, continued

Virginia Alternate Assessment Program

2008-2009 Administrator Checklist for Collections of Evidence

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_

**Directions:** Review each collection of evidence for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Date:	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Items to Review:					
Teacher affidavits signed, dated, and inserted in each content area.					
VAAP Content Area Cover Sheets have been included for each content area.					
All reporting categories for <i>Reading</i> have been addressed:					
<b>1</b> Use word analysis strategies and information resources <b>2</b> Demonstrate comprehension of printed materials	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for <i>Mathematics</i> have been addressed:					
<b>1</b> Number and Number Sense <b>2</b> Computation and Estimation <b>3</b> Measurement and Geometry <b>4</b> Probability and Statistics <b>5</b> Patterns, Functions, and Algebra	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for <i>Science</i> have been addressed:					
<b>1</b> Scientific Investigation and Resources <b>2</b> Forces, Motion, Energy, and Matter <b>3</b> Life Processes and Living Systems, Life Science, Earth Science <b>4</b> Interrelations in Earth/Space Systems, Earth Patterns, Cycles, and Changes	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for <i>History/Social Science</i> have been addressed:					
<b>1</b> History <b>2</b> Geography <b>3</b> Civics <b>4</b> Economics	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:

Appendix C, continued

Virginia Alternate Assessment Program

2008-2009 Administrator Checklist for Collections of Evidence

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_

	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Each piece of evidence to be scored has an SEI Tag attached.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an ASOL number and bullet, if appropriate.					
All photographs are captioned and describe the activity occurring and the student's level of achievement.					
All student work submitted has been graded and clearly indicates the student's level of performance.					
All electronic media has written transcriptions that detail student performance.					
Submitted evidence addresses the essential skills and knowledge required by the ASOLs.					
Evidence submitted represents the student's best work.					
All division required forms have been included: 1. 2.					
Critical issues to be resolved before collections are submitted to the Division Director of Testing:					

# APPENDIX D

## VGLA and VAAP Score Correction Form





## APPENDIX D

### Virginia Grade Level Alternative/Virginia Alternate Assessment Program

<b>Request for Spring 2009 VGLA/VAAP Score Correction</b>
---

VGLA and VAAP Collections of Evidence are **not** eligible for rescoring. Scores entered in PEMSolutions are eligible for score correction if the scores on the VGLA or VAAP Worksheets are different from the scores entered in PEMSolutions.

School Division: \_\_\_\_\_ Division/School Code: \_\_\_\_\_ - \_\_\_\_\_

Student Name: \_\_\_\_\_ STI: \_\_\_\_\_ Grade: \_\_\_\_\_

DDOT requesting correction: \_\_\_\_\_ for: ☐ VAAP ☐ VGLA

Content Area(s) \_\_\_\_\_

Correction request forwarded to Pearson: ☐ NO ☐ YES \_\_\_\_\_  
(Date)

Signature of DDOT: \_\_\_\_\_ Date: \_\_\_\_\_

Forward the school division's approved request with a copy of the student's VGLA or VAAP Worksheet and a copy of the *Student Performance Report* to:

Pearson Educational Measurement  
Attention: Project Coordinator, Virginia Programs  
Fax number: 319-358-4211

**REQUESTS FOR SCORE CORRECTION MUST BE RECEIVED BY SEPTEMBER 4, 2009**





# APPENDIX E

## Virginia Alternative/Alternate Assessment Forms





## APPENDIX E

### Virginia Alternative/Alternate Assessments

#### 2008-2009 Testing Status Assignment Request Form

Check ONLY One: ☐ VGLA ☐ VSEP ☐ VAAP

Administration: ☐ Fall ☐ Spring

After review of student information and testing status criteria for the above alternative or alternate assessment, the following testing status is requested for the student in the content area(s) listed below:

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ State Testing Identifier (STI): \_\_\_\_\_

School Division: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Content Area(s): \_\_\_\_\_

The assignment of the testing status checked below is requested for the student referenced above:

TESTING STATUS CODES	
1 = Absent	
2 = Exempt by IEP or 504 Plan	
4 = Medical Emergency	
5 = Refusal	
6 = Other (VDOE Approval)	
8 = Other (VDOE Approval)	
9 = Student Already Passed Test	
10 = Substitute Test Taken (Not Applicable)	
11 = LEP Exempt Reading	
15 = Inappropriate Assistance	

The following supporting documentation is attached:

\_\_\_\_ Official Student Attendance Record  
\_\_\_\_ Current IEP or 504 Plan  
\_\_\_\_ Student Performance Report  
\_\_\_\_ Letter from School Official

\_\_\_\_ Incomplete COE  
\_\_\_\_ Incomplete CWC  
\_\_\_\_ Letter/Medical Report

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

☐ Approved for the following code: \_\_\_\_\_

☐ Denied for the following reason: \_\_\_\_\_

\_\_\_\_\_  
Division Director of Testing

\_\_\_\_\_  
Date

Appendix E, continued

Virginia Alternative/Alternate Assessments

2008-2009 Do Not Report Request Form

Division Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Test Administration:

☐ VGLA (Virginia Grade Level Alternative)

No. of Students: \_\_\_\_\_

Date Created: \_\_\_\_\_

☐ VAAP (Virginia Alternate Assessment Program)

Requested By: \_\_\_\_\_

Student Name	State Testing Identifier (STI)	Universal Identification Number (UIN)	Grade/ Content Area

(Please attach a Rationale Statement (see following page) for each student listed above. Please photocopy this form as necessary.)

Date Submitted to DDOT: \_\_\_\_\_

Date Submitted to VDOE: \_\_\_\_\_

Signature:

\_\_\_\_\_  
Division Director of Testing (DDOT)

\_\_\_\_\_  
Date

OFFICIAL VDOE USE ONLY

DNR#	STI#	Approved/Denied	Rationale Statement (if Denied)

DNR – Do Not Report

Signature:

\_\_\_\_\_  
Review Panel Chairperson  
Virginia Department of Education

\_\_\_\_\_  
Date

Appendix E, continued

Virginia Alternative/Alternate Assessments

2008-2009 Do Not Report Request Form

Division Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Rationale and Supporting Documentation

**Directions:** Provide a rationale, outlining the division's reason(s) for the *Do Not Report Request*, for each of the student (s) listed on the previous page, and include the supporting documentation.

Student Name	STI	Rationale/Documentation

\_\_\_\_\_  
Scoring Event Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Director of Testing

\_\_\_\_\_  
Date



# APPENDIX F

## VGLA and VAAP Local Scoring







## APPENDIX F

### Virginia Alternative and Alternate Assessments

#### Non-Disclosure/Conflict of Interest Agreement for Scoring Events

The Virginia Alternative and Alternate Assessments include the Virginia Grade Level Alternative (VGLA) and the Virginia Alternate Assessment Program (VAAP). All persons participating in the scoring events for the VGLA and VAAP who are responsible for reviewing, scoring, or handling the collections of evidence or related confidential student education records, or persons otherwise authorized to have access to the alternative and alternate assessments must do so with the full knowledge that the security and confidentiality of these materials shall in no way be breached.

**I have been authorized by the Virginia Department of Education (VDOE) or my local school division to have access to Virginia Alternative and Alternate Assessments or related confidential student education records. In having the responsibility vested in me I acknowledge the following:**

- I may have access to the Virginia Alternative and Alternate Assessments and related confidential student education records as determined appropriate by VDOE or the local school division.
- I have read and understand that I am subject to the provisions of § 22.1-19.1 of the Code of Virginia entitled “Action for violations of test security procedures.”
- I have read and understand that if I have an administrative or teaching license issued by the Virginia Board of Education, I am subject to the provisions of § 22.1-292.1 of the Code of Virginia entitled “Violation of test security procedures; revocation of license.”
- I understand that I may be assessed a civil penalty for each violation.
- I understand that pursuant to the Family Educational Rights and Privacy Act (FERPA), and its implementing regulations (34 CFR 99), the collections of evidence are confidential student education records.
- I have a duty to comply with the FERPA regulations governing confidential student education records.
- I have a duty to disclose any existing position, interest, or commitment that would pose a conflict of interest, whether real or perceived, with my role in the scoring events and responsibilities for reviewing, scoring, or handling Virginia Alternative/Alternate Assessments or related confidential student education records, or my ability to otherwise have authorized access to Virginia Alternative/Alternate Assessments or related confidential testing materials.
- I have participated in training activities related to the scoring and or score entry of the VGLA and VAAP.
- I understand that the scorer or scoring team is responsible for ensuring “fair and accurate” ratings of student performance, maintaining confidentiality of submitted collections of student work during the scoring and audit window, and entering results for scored VGLA and VAAP in the online score entry system.
- I understand that the scorers or scoring teams may not discuss specific student education records, collections of evidence, ratings, proficiency levels, or scoring issues outside of the scoring team meeting.
- I understand that scoring team members must not use membership on the VGLA and or VAAP scoring team to influence the selection of student materials for the collection of evidence.
- I understand that if a scoring team member has provided training or technical guidance to the student and/or teacher in submitting or reviewing a particular collection of evidence, he/she may not score that particular collection of evidence.
- I understand that pursuant to § 22.1-253.13:3 of the Code of Virginia the Board of Education “may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.”

**This page may be photocopied.**

## Appendix F, continued

**In order to have access to Virginia Alternative and Alternate Assessments and related confidential student education records, I agree that I shall not:**

- Disclose or allow to be disclosed confidential student education records to unauthorized persons;
- Discuss the submitted evidence, ratings, proficiency levels, or scoring issues outside of the scoring team deliberations; (This prohibition does not apply to general discussions of the scoring process for professional development or training purposes.)
- Disclose or allow to be disclosed individual student information relating to the alternative and alternate assessments in compliance with the Family Educational Rights and Privacy Act's (FERPA) implementing regulations governing student educational records and Virginia Department of Education (VDOE) policy;
- Use any individually personally identifiable information furnished, acquired, retrieved or assembled for any purpose other than for the purpose of scoring the VGLA and VAAP.
- Discuss confidential student education records related to the VGLA or VAAP with any persons other than designated Department of Education staff or authorized school division staff. (This prohibition does not apply to general discussions of the scoring process for professional development or training purposes.)
- Convey or disseminate any information acquired through my access to VGLA and VAAP assessments or related confidential student education records in a classroom setting, conference presentation, or any other venue;
- Maintain or remove any notes made about any part of the alternative and alternate assessments or related confidential student education records;
- Reproduce, electronically or otherwise, in whole or in part, any alternative and alternate assessment and related confidential student education records;
- Use my access to alternative and alternate assessments or related confidential student education records in a manner that would violate the FERPA regulations for financial gain as an author or co-author of textbooks and professional journals, or any such publications related to the Virginia Standards of Learning assessments or VGLA or VAAP;
- Fail to report any suspected or alleged violation of test security and confidentiality to appropriate school division staff and VDOE staff;
- Fail to follow VDOE Division of Student Assessment and School Improvement procedures for maintenance of alternative and alternate assessments and related confidential student education records in secure locations and locked storage facilities;
- Use my role as a member of the scoring staff, to influence the acquisition of student collections of evidence.
- Score a particular VGLA or VAAP collection of evidence if I have provided training or technical guidance to the student and/or teacher associated with the submitted evidence.
- Allow any collection of evidence to be modified after it had been submitted for scoring.

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Division:** \_\_\_\_\_

**This page may be photocopied.**

## Appendix F, continued

**Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.**

### **§ 22.1-19.1. Action for violations of test security procedures.**

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education; or
7. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

**This page may be photocopied.**

## Appendix F, continued

**Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.**

### **§ 22.1-292.1. Violation of test security procedures; revocation of license.**

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

**This page may be photocopied.**

## Appendix F, continued

## VGLA/VAAP Spring 2009 Collection of Evidence Master List Form

**School Division:** \_\_\_\_\_

Check One: ☐ VGLA ☐ VAAP

Directions: Provide the following information for *each collection of evidence submitted for scoring*.

[illegible]

## Appendix F, continued

### VGLA/VAAP Spring 2009 Collection of Evidence Transmittal Form

Check One: ☐ VGLA ☐ VAAP

#### SECTION I : Completed by Local School Division

Student Name: \_\_\_\_\_ State Testing Identifier (STI): \_\_\_\_\_

School Division: \_\_\_\_\_ School: \_\_\_\_\_

Collection of Evidence Contains Content Areas:

☐ Reading ☐ Mathematics ☐ Science ☐ History/Social Science

Collection of Evidence Contains Media, check all that apply: ☐ Video ☐ Audio ☐ DVD

Indicate the Number: Video \_\_\_\_\_ Audio \_\_\_\_\_ DVD \_\_\_\_\_

NOTE: In addition to the SEI Tag, media must include an Identification label with the student's name, STI number, school division, and school.

#### SECTION II

Scoring Process	Activity	Scoring Event Staff Signature
Check-in	<input type="checkbox"/> Collection received at scoring event	
	<input type="checkbox"/> Collection information (Section I) completed by sending school division	
	<input type="checkbox"/> All media labeled with student name, STI #, school division, and school	
	<input type="checkbox"/> Collection has a signed affidavit	
Scoring	<input type="checkbox"/> Collection scored and scoring sheet completed for each content area checked	
	<input type="checkbox"/> All media returned to collection	
Score Entry	<input type="checkbox"/> Scores entered into online system	
	<input type="checkbox"/> Scores verified	
	<input type="checkbox"/> Scores printed and attached to this form	
Check-out	<input type="checkbox"/> Collection has been scored	
	<input type="checkbox"/> Scores have been entered	
	<input type="checkbox"/> Collection has all media	
	<input type="checkbox"/> Collection boxed for return to division	

Comments/Special Notes:

<p><b>Frequently Asked Questions by Local Scoring Event Coordinators</b></p>
--

**Q1. How should I address a collection of evidence that is submitted to the local scoring event without a signed affidavit?**

A signed affidavit is required before a VGLA or VAAP collection of evidence can be scored. If the collection of evidence is submitted for a scoring event without this documentation, the event coordinator should contact the administrator of the sending school to obtain the signed affidavit before proceeding with the scoring process.

**Q2. What types of grades are acceptable on student evidence?**

The VGLA and VAAP scoring rules do not specify a particular type of grade; therefore, various types of grades (i.e., letter grades, numerical grades, percentage grades, teacher comments) are acceptable. The scoring rules only require that the work is graded and that correct and incorrect answers be clearly identified.

**Q3. What happens if the teacher has not graded the student work accurately?**

If the work can be verified, the scorer is required to verify the accuracy of the student work. If the work has not been graded accurately, the scorer must take this into account in determining the appropriate rubric score.

**Q4. Who can serve as a scorer for the VGLA and VAAP?**

The selection of persons to serve as scorers is at the discretion of the school division. If a single scorer model is used, the scorer must have special education knowledge and content expertise in the area of the collection being scored. If a team model is used, special education and content knowledge must be represented. In selecting scorers, school divisions are not permitted to use persons who have provided training and/or technical assistance for the same collections they are assigned to score.

**Q5. How should scorers score VGLA student work that is below grade level?**

As a grade level alternative to the SOL assessment, the VGLA requires materials to be appropriate to the grade level of the student's enrollment. If materials are submitted that are clearly below grade level, the evidence can not receive the highest score point.

**Q6. How should scorers score VAAP collections of evidence if a reporting category is missing?**

If one ASOL of the required reporting categories is missing, the score for that category would be 0. If there are two ASOLs for the same reporting category, scorers should score both, and then select the ASOL with the higher score to report.

Appendix F, continued

VGLA/VAAP 2008-2009 Scorer Questionnaire

Responses to this questionnaire will assist our school division in gathering helpful information regarding current instructional and assessment practices for students participating in alternative or alternate assessments. This information may be used to develop VGLA or VAAP instructional resources and staff development activities for the upcoming school year.

Check One: ☐ VGLA                      ☐ VAAP

Scorer: \_\_\_\_\_ Content Area of Collections of Evidence Scored: \_\_\_\_\_

Based on your scoring experience for the 2008-2009 VGLA/VAAP Collections of Evidence, please respond to the following topics:

1.

Identify exemplary teacher practices in organizing Collections of Evidence.
2.

Identify exemplary instructional practices.
3.

Provide advice that would assist in compiling next year’s Collections of Evidence.
4.

Identify specific areas of concern (instructional and/or organizational) that will need to be addressed in division-wide training.
5.

Provide recommendations to improve the scoring event for next year.
6.

Additional comments.



# APPENDIX G

## Ungraded Student Work





## APPENDIX G

### UNGRADED STUDENT WORK

Ungraded work is considered a technical error and may be corrected by the Scoring Event Coordinator or the Scoring Event Coordinator's designee during the scoring event. It should be noted, however, that a scorer who is scoring the evidence should never be allowed to grade or correct student work and should not place a grade or a mark of any kind on student evidence. When presented with ungraded work, the Scoring Event Coordinator has the option of correcting this technical error by grading the work or assigning the task to another individual within the division with the necessary content expertise. Persons grading the work should grade the work by marking correct and incorrect answers and giving an overall grade on the paper. The Scoring Event Coordinator may also note on the evidence that the evidence was graded during the scoring event along with the date and the name of the individual that graded the student work.

Appendix G, continued

UNGRADED STUDENT WORK  
VGLA Reading

**SOL 5.5**

The student will read and demonstrate comprehension of fiction.

b) Describe the character development in fiction and poetry selections.

**VGLA Example**

Content Area: Reading  
SOL: 5.5  
Bullet: fiction  
Inferred: Demonstrated: ✓

Name: [Redacted] Date: 1-12-06

5.5b Character Webbing, Faith and Eddie

**Eddie**  
He loves Faith  
and he has kind of a  
secret  
Faith is his  
sister

**Loco**  
She thinks Faith  
is a nice girl  
Faith is happy  
to see her because  
she brings gifts

**Faith**  
Faith was really  
lonely, sad, sensitive  
She was shy and  
she felt left out  
She was a serious  
girl and she is kind  
of curious

**Milagras**  
Faith thinks  
Milagras is hard  
working and nice  
Milagras thinks  
that Faith needs a  
friend

**Bernice**  
Because Faith  
worry that the  
school  
Faith love her  
mother because she  
she cares about her

**Note:** There is no evidence that the student has demonstrated the skills and knowledge stated in the SOL. Although the evidence may be valid, the teacher has not graded the paper or noted after each response the correctness of the answer. Although the graphic organization shows student effort, the student knowledge and skill on the SOL is unclear because the work is ungraded. Scorers who discover this type of technical error should bring it to the attention of the Scoring Event Coordinator so that appropriate steps can be taken to have the piece of evidence graded. In the event that an ungraded piece of student work cannot be graded, the student work cannot be considered in scoring.

## Appendix G, continued

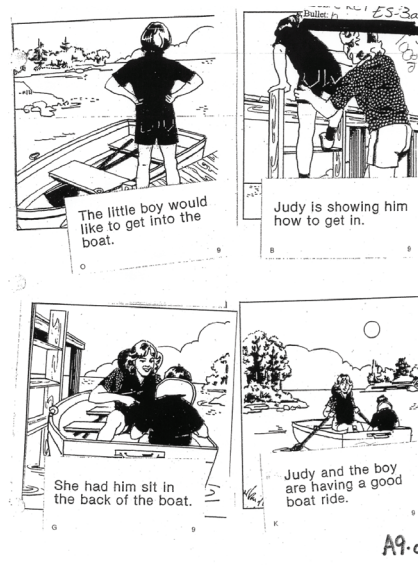
### UNGRADED STUDENT WORK VAAP Reading

#### ASOL E-RC 1

The student will demonstrate comprehension of fiction and nonfiction.

b) Retell familiar stories, using beginning, middle, and end.

#### VAAP Example



**Note:** In this example it is not clear if the pictures have been placed in the correct sequence because work is not graded. Scorers who discover this type of technical error should bring it to the attention of the Scoring Event Coordinator so that appropriate steps can be taken to have the piece of evidence graded. In the event that an ungraded piece of student work cannot be graded, the student work cannot be considered in scoring.

## **Appendix G, continued**

### **MISLABELED SEI TAGS**

A mislabeled or incomplete SEI Tag is considered a technical error and may be corrected by the Scoring Event Coordinator during the scoring event. A scorer may see that evidence in the collection should be applied to an SOL or ASOL and bullets that are different from the SOL or ASOL and bullet listed on the SEI Tag. In these cases the Scoring Event Coordinator has the option of correcting the SEI Tag or assigning this task to a designee. Again, the designee assigned to this task should never be a scorer. The Scoring Event Coordinator or designee should correct or complete the tag, initial the SEI Tag and return the collection to the scorer for scoring.

Appendix G, continued

MISLABELED SEI TAGS  
VGLA Mathematics

**SOL 4.16b** The student will identify and draw

b) representations of lines that illustrate intersection, parallelism, and perpendicularity.

**VGLA Example**

Name \_\_\_\_\_

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG  
☒ VGLA ☐ VSEP  
 Content Area: Math  
 SOL: 4.15  
 Bullet: Demonstrated: ☒

Date: 3/14/04

**Pairs of Lines**  
 (Answer ID # 1024493)

Classify each pair of lines as *parallel*, *intersecting*, or *perpendicular*.

1. http://www.edhelperblog.com/cgi-bin/geom2.cgi <p>03/14/2006</p> <p>Q1-31</p>
---

**Note:** The SEI Tag states that this evidence represents Math SOL 4.15, which states: “The student will (a) identify and draw representation of points, lines, line segments, rays and angles, using a straightedge or ruler; and (b) describe the path of shortest distance between two points on a flat surface. The evidence, however, defends Math 4.16: The student will identify and draw representations of lines that illustrate intersection, parallelism, and perpendicularity. Scorers who discover this type of technical error should bring it to the attention of the Scoring Event Coordinator so that appropriate steps can be taken to correct the label.

**MISLABELED SEI TAGS**  
**VAAP Reading**

**ASOL E-RC 1** The student will demonstrate comprehension of fiction and nonfiction.

c) Discuss characters, setting, and events.

**VAAP Example**

**Story S** Content Area: English ASOL: E-R4 Bullet:   
 Name:   
 ES-1a 100%

**Characters** Mary Maloney, Patrick

**Setting** This story took place at home

**Events**

1. Husband came from work
2. told his wife that he was leaving her for another woman
3. wife became upset
4. She killed him with a lamb

**Problem** She killed her husband

**Solution** She decided to cook the weapon

**Ending** the police ate the evidence

©2000 Wright Group Publishing, Inc.  
www.WrightGroup.com  
ISBN: 0-322-02256-7  
Printed in Canada

Directions: Fill in the boxes with information about the story.

63-a

**Note:** The SEI Tag states that this evidence represents E-R4: “The student will read and demonstrate comprehension of fiction and nonfiction.” The tag is incomplete since a bullet is not identified. The evidence, however, defends E-RC 1(c): “The student will demonstrate comprehension of fiction and nonfiction (d) discuss character, setting, and events.” Scorers who discover this type of technical error should bring it to the attention of the Scoring Event Coordinator so that appropriate steps can be taken to correct the tag.



EVIDENCE WITHOUT SEI TAGS or BLANK SEI TAGS

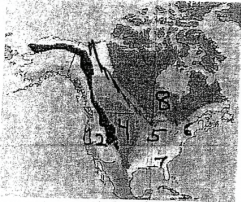
VGLA History

- SOL US1.2 a, b, c** The student will use maps, globes, photographs, pictures, and tables to
- a) locate the seven continents
  - b) locate and describe the location of the geographic regions of North America
  - c) locate and identify the water features important to the early history of the United States.

VGLA Example

Page 1

Geographical Region



Match the region to the description below

88

1	Coastal Range - Rugged mountains along the Pacific Coast that stretch from California to Canada
5	Interior Lowlands - Rolling flatlands with many rivers, broad river valleys, and grassy hills
3	Basin and Range - Elevation varies - isolated mountain ranges and Death Valley, the lowest point in North America
1	Coastal Plain - Broad lowland providing many excellent harbors
3	Rocky Mountains - Rugged mountains stretching from Alaska to Mexico; high elevations
10	Appalachian Mountains - Old, eroded mountains (oldest mountain range in North America)
4	Great Plains - Flat land that gradually increases in elevation westward; grasslands
8	Canadian Shield - Hills worn by erosion and hundreds of lakes carved by glaciers - old rock formations

<http://www.solpass.org/6ss/print/6RegionsPrint.htm>

11/5/2004

**Note:** This evidence does not have an SEI Tag. Since the Scoring Event Coordinator cannot create an SEI Tag, this piece of evidence cannot be considered in scoring. If it is the only piece of evidence for US1.2 a, b, c, the scorer has to assign a US1.2 a, b, c score of “0.”

Appendix G, continued

EVIDENCE WITHOUT SEI TAGS or BLANK SEI TAGS

VAAP Mathematics

**ASOL M-CE10** The student will solve problems involving sums or differences of two whole numbers, each 9,999 or less, with or without regrouping, using various computation methods, including calculators, paper and pencil, mental computation, and estimation.

VAAP Example

Q1-146

**Subtraction**  
 • 3 and 4 digits  
 • Borrowing

Name \_\_\_\_\_

Subtract

	a.	b.	c.	d.	e.
1.	$\begin{array}{r} 9180 \\ - 183 \\ \hline 8997 \end{array}$	$\begin{array}{r} 6263 \\ - 3768 \\ \hline 2495 \end{array}$	$\begin{array}{r} 8150 \\ - 4142 \\ \hline 4008 \end{array}$	$\begin{array}{r} 8134 \\ - 257 \\ \hline 7877 \end{array}$	$\begin{array}{r} \times 7804 \\ - 3814 \\ \hline 3990 \end{array}$
2.	$\begin{array}{r} 7195 \\ - 395 \\ \hline 6800 \end{array}$	$\begin{array}{r} 5116 \\ - 1649 \\ \hline 3467 \end{array}$	$\begin{array}{r} 9235 \\ - 7339 \\ \hline 1896 \end{array}$	$\begin{array}{r} 9215 \\ - 5216 \\ \hline 3999 \end{array}$	$\begin{array}{r} 6430 \\ - 692 \\ \hline 5738 \end{array}$
3.	$\begin{array}{r} 4710 \\ - 2819 \\ \hline 1891 \end{array}$	$\begin{array}{r} \times 5444 \\ - 2893 \\ \hline 2551 \end{array}$	$\begin{array}{r} 5142 \\ - 258 \\ \hline 4884 \end{array}$	$\begin{array}{r} 9225 \\ - 6457 \\ \hline 2768 \end{array}$	$\begin{array}{r} 3330 \\ - 1332 \\ \hline 1998 \end{array}$
4.	$\begin{array}{r} 4460 \\ - 462 \\ \hline 3998 \end{array}$	$\begin{array}{r} 9340 \\ - 8773 \\ \hline 567 \end{array}$	$\begin{array}{r} 3520 \\ - 524 \\ \hline 2996 \end{array}$	$\begin{array}{r} 2313 \\ - 414 \\ \hline 1899 \end{array}$	$\begin{array}{r} 4537 \\ - 1578 \\ \hline 2959 \end{array}$
5.	$\begin{array}{r} 8380 \\ - 6492 \\ \hline 1888 \end{array}$	$\begin{array}{r} 7225 \\ - 4368 \\ \hline 2857 \end{array}$	$\begin{array}{r} 9120 \\ - 723 \\ \hline 8397 \end{array}$	$\begin{array}{r} \times 8012 \\ - 5112 \\ \hline 2900 \end{array}$	$\begin{array}{r} 8630 \\ - 869 \\ \hline 7761 \end{array}$
6.	$\begin{array}{r} 7234 \\ - 555 \\ \hline 6679 \end{array}$	$\begin{array}{r} 5523 \\ - 3746 \\ \hline 1777 \end{array}$	$\begin{array}{r} 6127 \\ - 2137 \\ \hline 3990 \end{array}$	$\begin{array}{r} 8103 \\ - 6813 \\ \hline 1290 \end{array}$	$\begin{array}{r} \times 9221 \\ - 7924 \\ \hline 1297 \end{array}$
7.	$\begin{array}{r} 6567 \\ - 4687 \\ \hline 1880 \end{array}$	$\begin{array}{r} \times 6611 \\ - 756 \\ \hline 5855 \end{array}$	$\begin{array}{r} 7640 \\ - 5793 \\ \hline 1847 \end{array}$	$\begin{array}{r} 9015 \\ - 6115 \\ \hline 2900 \end{array}$	$\begin{array}{r} 9251 \\ - 7289 \\ \hline 1962 \end{array}$

13-1

**Note:** This evidence does not have an SEI Tag. Since the Scoring Event Coordinator cannot create an SEI Tag, this evidence cannot be considered in scoring. If this is the only piece of evidence for the ASOL being defended, the scorers must assign a score of "0."

## **Appendix G, continued**

### **VGLA/VAAP Student Work Samples**

#### **UNCAPTIONED PHOTOGRAPHS**

Uncaptioned photographs are a technical error that cannot be corrected by the Scoring Event Coordinator. Without a caption, the scorer is unsure of the student's skills or knowledge and the accuracy of the student's performance. Uncaptioned photographs cannot be considered in scoring.

## Appendix G, continued

### UNCAPTIONED PHOTOGRAPHS

#### VGLA History

- SOL 3.4** The student will develop map skills by
- a) locating Greece, Rome, and West Africa
  - b) describing the physical and human characteristics of Greece, Rome, and West Africa
  - c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

#### VGLA Example



**Note:** There is no evidence that the student has demonstrated the skills and knowledge stated in the SOL. The evidence is a picture without a caption noting what the student is doing and whether the action is accurate or not. Since the Scoring Event Coordinator cannot create a caption, this piece of evidence could not be considered in scoring.

## Appendix G, continued

### UNCAPTIONED PHOTOGRAPHS

#### VAAP Science

**ASOL S-M3 1** The student will investigate and understand how different common materials interact with water.

(a) Some liquids will separate when mixed with water, but others will not.

#### VAAP Example



**Note:** There is no evidence that the student has demonstrated the skills or knowledge stated in the ASOL since the caption was omitted. The Scoring Event Coordinator cannot create a caption, therefore this piece of evidence cannot be considered in scoring.

## **Appendix G, continued**

### **VGLA/VAAP Student Work Samples**

#### **EVIDENCE COMPLETED IN A GROUP**

If evidence is completed in a group, then the contribution of the student participating in the VGLA or the VAAP must be clear. Cases in which the contribution of the VGLA or VAAP student is not clarified represent a technical error that cannot be corrected by the Scoring Event Coordinator. Evidence displaying this technical error cannot be considered in scoring.

Appendix G, continued

Evidence completed in a group in which the individual contribution of the student is not clearly identified

VGLA Reading

- SOL 5.7a** The student will demonstrate comprehension of information from a variety of print resources.
- a) Develop notes that include important concepts, summaries, and identification of information sources.

VGLA Example

VGLA/VSEP DIS 1 of 6  
Content Area: Reading 5  
SOL: 5.7  
Bullet: a  
Inferred: Demonstrated: ✓

**SOL 5.7 a**

**Directions:** Students went to the library and used the Media Center’s card catalogue to locate books, Encyclopedia articles, and magazines about bats. The students also gathered information by using the Internet to find articles on-line. Once students gathered resource materials, they completed graphic organizers to help organize important information. Next, they completed summaries of the information and wrote a report. Also, they identified their sources by writing it on index cards.

**Note:** This evidence is the teacher’s narrative of a class activity without the individually generated work of the student shown. The scoring rule states that if the student’s work is done as part of a group assignment, the contribution of the student must be clearly defined. This evidence cannot be considered in scoring since the student’s performance is unclear.

Appendix G, continued

VAAP Mathematics

**ASOL M-M 18** The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.

VAAP Example

Observation Report **A-20a**

VAAP DIS  
Content Area: Math  
ASOL: M-M  
Bullet: 18

Student: [REDACTED]

Subject: Math (M-M 18)

Out class participated in an outside observation. The class gather outside in front of the school to record what the accurate temperature was in Virginia at our school Elementary). The thermometer was located on the brickwall. I reviewed the numbers that were colored in (red) and I showed the class were the numbers stopped. It was determined that the temperature was at 60. Each student pointed the thermometer at the 60 point.

Teacher: [REDACTED]

Date: March 30, 2006

Location: Outside

*CL-a*

**NOTE:** This observation or anecdotal record describing a group activity and the achievement of the student participating in the VAAP is not noted. The scoring rule that requires the contribution of the student to be clearly identified in a group activity has been violated. Therefore this piece of evidence cannot be considered in scoring.



## **Appendix G, continued**

### **VGLA/VAAP Student Work Samples**

#### **WORK COPIED FROM INAPPROPRIATE SOURCES**

Work copied from inappropriate sources such as textbooks, computers, or blackboards represent technical errors that can not be corrected by the Scoring Event Coordinator. If the student merely transfers information from a source to his or her paper, there is no demonstration of knowledge or skill in the SOL or ASOL being defended. Therefore the student work can not be considered in scoring.

## Appendix G, continued

Evidence copied from sources such as textbooks, worksheets, blackboards, computer, etc.

### VGLA History

**SOL 2.2** The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.

### VGLA Example

Guided Reading: Use your textbook to complete The First American by filling in the blank the word or words left out.

VGLA - Evidence Item #: 2  
Content Area: Soc. St.  
SOL: 2.2  
Bullet(s):  
Inferred \_\_\_\_\_ Demonstrated \_\_\_\_\_

The First Americans

By the time Christopher Columbus came to America, there were already millions of people here. Columbus named these people

1) Indians We sometimes call the Native Americans since they were living here more than 20,000 years before people from Europe started to arrive.

The American Indians suffered when the Europeans came. The Europeans carried many deadly 2) diseases, like smallpox. Three out of every four died. The American Indians had to 3) adapt to the unique places where they lived, but they all helped to shape America.

When the colonists from England settled in Jamestown in 1607 they found that Virginia had nearly 200 4) Powhatan settlements. The Powhatans were part of a group we call the 5) Eastern Woodland Indian Woodlands are 6) regions with lots of trees. The dense forests gave the Powhatans almost everything they needed to live well. The Powhatan grew corn, beans, and squash. 7) women did most of the farming while the 8) men hunted and fished. They got around on foot or by 9) canoe. They wore soft leather shoes called 10) moccasins. Powhatan houses were made from wood and bark.

**NOTE:** The evidence is a guided reading activity as indicated by the statement at the top of the page. The answers are copied from the textbook. The scoring rules state that the work cannot be considered for scoring if it is open-book or is copied.

## Appendix G, continued

Evidence copied from sources such as textbooks, worksheets, blackboards, computer, etc.

### VAAP Mathematics

**ASOL M-NS 9** The student will recognize and write numerals 0 through 100.

#### VAAP Example

Content Area: *Math*  
ASOL: *M-NS 9*  
Bullet: *A-16a*

abcteach  
Hundreds Chart Fill-In

Fill in the missing numbers from 1-100. **A-16a**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The student, with assistance from non-disabled peers, filled in the missing numbers chart.  
The students used the number chart that is displayed in the room as a guide.

*Bl*

<http://www.abcteach.com/Math/hundfillin.htm> 4/6/2006

**Note:** The statement at the bottom of this piece of evidence states that the student used the number chart displayed in the room as a guide. The scoring rules prohibit the use of copying from a source such as a textbook, computer, or blackboard. This evidence cannot be considered on scoring.







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